REPORT RESUMES

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NEW YORK CITY BOARD OF EDUCATION-FORD FOUNDATION CORRELATED CURRICULUM PROJECT, 1966-67. PILOT EVALUATION REPORT.

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DESCRIPTORS- *CURRICULUM DEVELOPMENT, GRADE 9, GRADE 10, *HIGH SCHOOL STUDENTS, *VOCATIONAL EDUCATION, *STUDENT IMPROVEMENT, *STUDENT ADJUSTMENT, TEAM TEACHING, GUIDANCE COUNSELING, TEACHER ATTITUDES, STUDENT ATTITUDES, TEACHING SKILLS, SLOW LEARNERS, STUDENT CHARACTERISTICS,

A PILOT EVALUATION OF THE NEW YORK CITY BOARD OF EDUCATION-FORD FOUNDATION CORRELATED CURRICULUM PROJECT FOR THE 1966-67 SCHOOL YEAR WAS CONDUCTED TO SEEK THE OBJECTIVES OF ACADEMIC UPGRADING, IMPROVEMENTS IN STUDENTS' ADJUSTMENT TO SCHOOL, AND PREPARATION FOR APPROPRIATE VOCATIONAL OPPORTUNITIES. FIVE HIGH SCHOOLS, ONE IN EACH BOROUGH, PARTICIPATED IN THE PROJECT DURING THE 1966-67 SCHOOL YEAR, ENROLLING A TOTAL OF 386 NINTH AND TENTH GRADE STUDENTS FOR THIS SPECIAL CURRICULUM. OF THESE STUDENTS, 280 WERE EXPOSED TO THE PROJECT FOR THE FULL SCHOOL YEAR. THE PROJECT FEATURED CORRELATED INSTRUCTION IN ACADEMIC AND VOCATIONAL AREAS, TEACHING TEAMS, EXTRA GUIDANCE, AND DAILY TEACHER-GUIDANCE CONFERENCES FOR PLANNING AND DISCUSSION PURPOSES. THE MAIN FINDINGS AND RECOMMENDATIONS SHOW THAT (1) THE PROJECT WAS ADMINISTERED AND IMPLEMENTED EFFECTIVELY DURING THE FIRST YEAR OF ITS OPERATION, (2) THE MAJORITY OF THE FACULTY MEMBERS, STAFF MEMBERS, AND STUDENTS ASSOCIATED WITH THE PROJECT WERE FAVORABLY DISPOSED TOWARD THE PROJECT, (3) STUDENT IMPROVEMENTS INCLUDED DECREASED TARDINESS, INCREASED READING COMPETENCE, INCREASED EXTRACURRICULAR PARTICIPATION, IMPROVED ATTITUDES AND ADJUSTMENT, AND RAISED ASPIRATIONAL GOAL LEVELS, (4) STUDENTS FAILED TO SHOW IMPROVEMENT IN COURSE GRADES, ATTENDANCE, TRUANCY, AND WORD KNOWLEDGE, AND (5) TEACHERS REPORTED IMPROVEMENT IN THEIR UNDERSTANDING AND TEACHING OF SLOW LEARNERS. (HW)

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Submitted to:

THE NEW YORK CITY BOARD OF EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TITLE: Pilot Evaluation Report for the New York City Board of Education-Ford Foundation Correlated Curriculum Project--1966-67

SUBMITTED TO: The New York City Board of Education

EVALUATING AGENCY: The Psychological Corporation, with subcontractual support from the American Institutes for Research and Software Systems, Incorporated

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DATE TRANSMITTED: September, 1967

FOREWORD

This is a report of a pilot evaluation of the effectiveness of the Correlated Curriculum Project in the New York City public school system for the initial year of its operation, 1966-67.

The scope of the evaluation efforts were necessarily restricted because of limitations of time and funds. Nevertheless, these efforts are believed to have been fruitful in that they provide some useful baseline data, some indications of the potential success of the project, and a research framework for continuing evaluation studies.

The Psychological Corporation received the contract for evaluating the Correlated Curriculum Project in May of 1967. Through sub-contracts, it enlisted the assistance of the American Institutes for Research for field observations and interviews, and Software Systems, Incorporated for computer processing and magnetic tape storage of data. The evaluation study was undertaken with the expectation that it would continue over a period of years, extending to follow-up studies of the students after their graduation from high school.

SYNOPSIS

A pilot evaluation of the New York City Board of Education-Ford Foundation Correlated Curriculum Project for the 1966-67 school year was conducted by The Psychological Corporation, with the assistance of the American Institutes for Research in field work and Software Systems, Incorporated in data processing. The evaluation contract was assigned in May of 1967.

Five academic high schools, one in each borough, participated in the project during the 1966-67 school year, enrolling a total of 386 9th and 10th grade students for this special curriculum. Of these students, 280, or 73%, were exposed to the project for the full school year. Selection criteria included a three-year deficit in reading and an interest in vocational training.

The principal objectives of the project included academic upgrading, improvements in students' adjustment to school, and preparation for appropriate vocational opportunities. Among the important features of the project are correlated instruction in academic and vocational areas, teaching teams, extra guidance, and daily teacher-guidance conferences for planning and discussion purposes. Exploratory courses in the health, business and industrial areas are offered as a part of the curriculum.

Some of the main findings and recommendations of the evaluating agency are:

1. The Correlated Curriculum Project was administered and implemented effectively during the first year of its operation, according to the judgment of the evaluation team.
2. The majority of the faculty members, staff members, and students associated with the project reported that they were favorably disposed toward the project, and they expressed optimism about the potential benefits to be derived from it.

3. Student improvements included decreased tardiness, average gains of about a half year in Metropolitan Reading Test grade equivalent scores, and increased extracurricular participation. Faculty and staff ratings and opinions indicated that the students improved in attitudes and adjustment, and that their aspirational goal levels were raised.

4. Areas where the students' records failed to show improvements were course grades, attendance, truancy, and word knowledge scores on the Metropolitan Achievement Test.

5. Teachers reported that the project helped them to improve their skills in understanding and teaching slow learners.

Some recommendations were offered in the areas of students selection, development of curriculum materials, teacher training, grading standards, communications, student motivation, and research design.

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Description of the Correlated Curriculum Project

The Board of Education-Ford Foundation Correlated Curriculum Project (CCP) is an innovational program that is designed to upgrade the quality of New York City's general education program through:

Augmented guidance services
Opportunities for exploring the world of work
An interdisciplinary approach to academic and occupational education

The philosophy underlying the project stems in part from the Richmond Plan, which was originated in 1962. In that plan, an interdisciplinary program for pupils failing academic subjects was successfully established in two schools in Richmond, California, an industrial community in the San Francisco area. With support first from the Rosenberg Foundation and later from the Ford Foundation, the plan was extended to some thirty schools in the San Francisco Bay area. The program reportedly improved student motivation and decreased drop-out rates.

Following are some of the principal features of the project, as specified in several of the publications of the Board of Education:

A. Organization

1. Five academic high schools participated during the 1966-67 school year, with the expectation that four more will be added during 1967-68. The five high schools are:

    Canarsie (Brooklyn)
    Charles Evans Hughes (Manhattan)
    Monroe (Bronx)
    Springfield Gardens (Queens)
    Tottenville (Staten Island)

2. Exploratory courses in the following three vocational areas are offered in the 9th and 10th grades:

   Health
   Business
   Industry

3. In the 11th and 12th grades, the students will specialize in one of the three areas, at their choice.
4. Control groups will be chosen from these same schools, starting with the fall of 1967.

B. The Students

The students are admitted to the project on the basis of the following criteria:

1. Their reading test scores are at least three grades below the norm median for their grade placement.
2. They show interest in receiving vocational training.
3. They are recommended by a guidance counselor.
4. They are local students, not requiring busing.

C. The Teachers

60 teachers (12 in each school) are participating in the project during the 1966-67 school year. They were specially prepared for this assignment through 10 workshop sessions that were held during the summer and fall of 1966. In each school, 4 teachers form a team for each of the 3 vocational exploratory areas and their correlated curricula in English, mathematics and science.

D. Guidance

An educational and vocational guidance counselor has been assigned to each of the 5 schools to work full-time with the pupils in the project.

E. Project Coordinator

One member of the staff of each of the schools serves part-time as the project coordinator and maintains liaison with the Board of Education staff members who have been assigned to the project.

F. Daily Conferences

One period a day is allotted for the English, mathematics, science and shop or laboratory teachers to meet to plan their work cooperatively, to correlate their teaching, and to discuss their problems and progress of their students.

G. Specific Objectives

As defined by Mr. Lewittes, the Director of the project, the specific objectives of the project are:

1. To assist the general student in making an appropriate choice of course of study
2. To assist the student in his adjustment to school and to work
3. To upgrade the student's education through a laboratory-centered, interdisciplinary approach
4. To provide exploratory experience for the general student in the areas of business, health and industry
5. To provide the student with marketable skills in one broad technological area

6. To help the student improve in basic academic skills
7. To prepare curriculum materials for the courses to be taught in the correlated curriculum
8. To provide in-service training for teachers of correlated classes and to assist in the training of new teachers
9. To provide opportunities for post-high school education for those pupils who wish to continue beyond the 12th year
10. To assist in job placement for those who wish to terminate their education at the end of the 12th year

EVALUATION APPROACH, CRITERIA, AND DESIGN

I. Approach

The approach to the evaluation of the Correlated Curriculum Project was based on the following concepts:

A. Evaluation is an integral part of innovational procedures. Measurement, observations, recording of opinions, and appraisals should proceed continuously, with findings being reported to the school administration at frequent intervals to provide guide lines for strengthening or changing procedures.

B. Efforts should be concentrated on identifying aspects of the project that are likely to have substantial practical importance for the students and for the school system.

C. Both the process (curriculum, teaching techniques, guidance techniques, and administrative procedures) and the product (effects on the students) should be evaluated. In the early stages of evaluation, however, attention will be directed primarily toward gathering baseline data for the pupils and gauging the principal reactions of the students and staff and faculty members toward the project.

D. Maximum use should be made of data routinely available from the schools, including the student biographical information, course grades, and test scores, to avoid unnecessary encroachments on the time and efforts of students and school personnel. Special questionnaires and tests are to be used when necessary to obtain supplementary information for evaluative purposes, but only with the full approval of the Bureau of Educational Research.

II. Criteria

The following criteria were designed as bases for evaluating the effectiveness of the project during the 1966-67 school year:

- A. Students' personal development--attitudes, interests, motivations, aspirations, self-concepts, and behavior
- B. Students' school attendance, punctuality, truancy, and suspension records
- C. Students' accomplishments as reflected by course grades and test scores
- D. Students' extracurricular participation
- E. Students' vocational objectives

III. Evaluation Design

Ideally, the evaluation design for a project of this type would include provisions for making longitudinal studies of the students over a period of years, using control groups of students outside of the project as a basis for comparison. Unfortunately, administrative considerations necessitated the postponement of the selection of control groups until the fall of 1967--the beginning of the second year of the project. For the 1966-67 school year, therefore, the evaluation design could not include the use of control group data.

The essential features of the evaluation design that was implemented for the 1966-67 school year are as follows:

- I. Sources of information, data, and opinions.
  - A. Student record form (machine processable) appendix A
  - B. Student questionnaire (appendix B)
    - 1. Multiple-choice section, machine processable
    - 2. Open-ended question section

C. Staff and faculty questionnaire (appendix C)

   1. Multiple-choice section
   2. Open-ended question section

D. School visits

   1. Observations in classrooms, shops and laboratories
   2. Interviews and conferences with staff and faculty members

E. Reports by school personnel to the director of the project

II. Procedures

Members of the evaluation team met with Dr. Lloyd, Dr. Wolfson, Dr. Wrightstone, Dr. McClelland, and Mr. Lewittes early in May 1967 for a briefing on the project. Shortly afterward, the Psychological Corporation staff members drafted the pupil record form, student questionnaire, and staff and faculty questionnaire. These were submitted to the Bureau of Educational Research for emendations and approval. The approved forms were then reproduced and delivered to the project coordinators or guidance counselors in the five schools. During the month of June, the schools administered the questionnaires and returned the response forms to the Psychological Corporation for processing and analysis Three of the schools were able to complete and return the student record forms before the close of the school year. The other two schools received permission from the Bureau of Educational Research to defer completion of the forms until the fall of 1967.

Accompanied by a representative of the Board of Education, members of the evaluation team made introductory visits to each of the five schools in May. A schedule for subsequent visits in May and June was arranged. The second round of visits for detailed observations and interviews was made principally by members of the staff of the American Institutes for Research.

Copies of the reports submitted by school personnel to the Director of the Project were made available to the Psychological Corporation for review and appraisal.

The initial analysis of the data collected was accomplished by the evaluation team during the summer of 1967, and the tentative findings are discussed in the following sections of this report. It is expected that the data will be subjected to further analyses and statistical treatment during subsequent stages of the project.

Software Systems, Incorporated provided computer programming and data processing services for the analysis of the questionnaire and student record form data.

Student Record Data

Data obtained from the schools' entries on the Student Record Forms are reported in detail in the appendix. The principal findings are summarized here.

Number of Students and Class Size: Student Record Forms were completed for a total group of 386 students in the five schools. The sizes of the student groups, according to the Student Record Form entries, ranged from 65 to 96 per school, with class sizes ranging from about 15 to 27.

Age, Grade and Sex: The modal age of the students was 15 for the total group and for each of the four schools where the program was operating at the 9th grade level. In the other school, where the 10th grade students were enrolled in the project, the modal age was 16. Boys constituted 52% of the total group, and from 43 to 63% in each of the five schools.

Retention and Withdrawals: Because of late admissions and withdrawals before the end of the school year, only 280 of the total group of 386 students were exposed to the project for the full ten months.

The number of withdrawals, including those who withdrew from the project at the end of the school year, was 82, or 21% of the total group in the five schools. Of the students who withdrew, 20% reportedly did so to change to the academic curriculum, 17% because of physical or mental disabilities, and 6% because they obtained employment certificates. For 54% of the withdrawals, no specific reason was indicated.

Absences and Tardiness: Absence data submitted for 372 students showed that the median number of days absent was 18.6, with a range of school medians extending from 11.3 to 36.4.

When the analysis of absences was confined to the 345 students for whom data were given for both 1966-67 and the previous school year, the median number of days absent was 15.8, as compared with 13.6 for the previous year. In none of the five schools did the median number of absences show a decrease from the previous year. These findings should be interpreted cautiously, since comparable data for control groups are not available. The increase in the absence rate might be attributable to factors such as inclement weather, sickness or a tendency for students to stay away from school as they progress to the higher grades, rather than to factors specifically related to personal adjustment or school conditions.

The median number of tardiness days for 367 students for whom data were supplied was 3.7, with school medians for the project groups ranging from 1.9 to 8.3. For 336 students tardiness data were available for both the 1965-66 and 1966-67 school years. This group of students showed a decrease in median tardiness days from 4.1 in 1965-66 to 3.7 this year. In three of the five schools, however, the median number of tardiness days increased this year. Here again, control group comparisons would be desirable.

Truancies and Suspensions: Truancy incidents were reported for 71 students, or 18% of the 386 students. This represented an increase of about 50% over the number of truancies reported for this same group for the 1965-66 school year. Only two suspensions were reported for the current school year--one in each of two schools. No suspensions were reported for the same group of students for the preceding school year.

The greatest increase in percentage of truancies was reported for two of the schools that were participating in the project at the 9th grade level. Whether or not an increase in truancy rate between the 8th and 9th grades is a typical situation for these schools is not known to the evaluators of this project. Control group data would help to make these data more meaningful.

Students' Curriculum Choice: Of the 377 students for whom curriculum choice entries appeared on the Record Forms, 234, or 62%, fell in the "undecided" category. For some 57 students, business was indicated as the curriculum choice. For about half as many students (7 or 8%) health and industrial areas were indicated for the curriculum choice. Some other curriculum choice was indicated for an additional 8% of the students.

Students' Grades: Space was provided on the Student Record Form for entering final grades for both terms of the 1966-67 school year and the second term of 1965-66 in each of the academic and vocational areas. Most of the grade entries were completed, except for one school that did not report second term grades for 1965-66.

For the group of CCP students as a whole, the average grade was in the "C" range in all subjects for all three semesters, with little indication of any trend of change over the one year period. In school A, the group of about 60 students showed an increase of approximately a half of a letter grade, from C to C+, in English between the first and second semesters of the 1966-67 school year. In school B, the average grades in the academic subjects tended to drop by about one-fourth to one-half of a letter grade between the first and second terms of 1966-67. Favorable gains seem to have occured in school C between the first and second semester of 1966-67 in business, and between the end terms of the two years in the industrial area, but changes in the size and composition of the student groups enrolled in these vocational subjects make the comparisons questionable. Gains of about a half a letter grade in English and mathematics over the one year period appeared to be indicated by the averages for the students in school E, while the average grades in social studies, a non-correlated course, showed a drop of about a half grade during the same interval.

Reading Achievement Test Results: Average scores on the word knowledge and reading parts of the Metropolitan Reading Test for both the fall and spring of 1966-67 are reported in tables 11 and 12 of appendix A. In table A, averages are shown for the total groups for which scores were entered on the Record Forms. The data in table 11 are based on the scores of only those students who took the test in both the fall and the spring, and who were in the project for the full ten months of the 1966-67 school year. The latter table provides the more meaningful basis for interpreting the test scores.

Between the fall of 1966 and the spring of 1967, the average reading scores increased by six months, or three-fifths of a school year, for the group of 228 students who were in the project for the full school year. This is probably more than would have been expected in a regular curriculum for the students, who were selected for the project partly because they were deficient in reading skills. In school C, the group of 45 students showed a gain of a full year in reading between fall and spring, increasing their average scores from 6.3 to 7.3. Reading gains of two to seven months were registered by the groups in the other four schools.

On the word knowledge (vocabulary) part of the reading test, the results were less favorable. The group of 228 students registered an average loss of one month between the fall and spring in this word knowledge area. In only one school did the students show a gain (two months) between fall and spring on the word knowledge part of the Metropolitan Test.

New York State Minimum Competency Tests in Reading and Arithmetic:

The results of this test will be useful mainly to compare successive groups of CCP students in subsequent years, since these tests are administered only once a year--at the 3rd, 6th, and 9th grade levels. The four schools that had 9th grade CCP students in 1966-67 recorded the New York State scores for their students, but two of these schools reported percentiles, and the other two reported raw scores. For future research purposes, these test scores will be converted to a common scale.

Extracurricular Activities: Accounts of participation in extracurricular activities were entered for 372 of the students in 1966-67, and for 315 students for 1965-66. According to these entries, some

14% of the students took part in one or more activities during 1966-67, as compared with only 8% during the previous year. The best improvement in extracurricular participation occurred in school C, where 41% of the students participated in one or more activities this year, in contrast to only 16% the year before. In school E, on the other hand, the per cent of students participating in extra curricular activities dropped from 36 in 1965-66 to 12 in 1966-67.

Counselors' Ratings of Students' Characteristics and Attitudes:

The counselors in four of the five schools submitted their ratings of each student with respect to courtesy, effort, responsibility, and self control, and changes in attitudes and adjustment since the previous year. The modal ratings were "satisfactory" for courtesy, responsibility, and self control, and "needs improvement" for effort.

The modal ratings of changes in pupil attitudes and adjustment since the previous year fell in the "some improvement" category, with a distribution as follows:

	Per cent of Students (321 in 4 schools)
Substantial improvement	11
Some improvement	56
No change	19
Retrogressed	11
No rating	3
Total	100

Factors Contributing Most to Students' Difficulties: The counselors in all five schools designated the factors that seemed to contribute most to each student's difficulties. These factors proved to be varied, with the following leading the list:

	Per cent of Students (386 in 5 schools)
Reading	22
Effort	20
Home problems	19
Emotional	18
Absence	15
Behavior	15
Truancy	13
Mental ability	10
Arithmetic	10

Parental Status: Entries on the Student Record Form indicated that about two-thirds of the students were living with both of their parents. The next largest group, 22%, had the mother as the head of the household, while only 2% had the father as the head of a broken home.

The parents of 17% of the students were reported to be separated or divorced, and one or both parents of another 11% were deceased.

Students' Opinions, Attitudes and Family Background Information

(Summary of Responses to Student Questionnaires)

Questionnaires containing both multiple-choice and open-ended questions were administered to a total group of 303*students in the five project schools. The students entered their names and their identification numbers on the multiple-choice part of the questionnaire, but they answered the open-ended questions anonymously.

In general, the answers to the multiple-choice questions indicated that the students liked participating in the Correlated Curriculum Project and felt that they were deriving benefits from it. For example, about three-fifths of the students signified that they liked their project classes better than their classes of the previous year, and expected to get higher marks this year. In answer to the question "Do you feel that you have improved yourself this year?," 77% replied affirmatively. 20% said they didn't know, and only 8% answered negatively.

When asked whether they found that studying the same topic in more than one class was helpful, 88% replied affirmatively, as shown in the following summary:

Do you find it helpful to study the same topic in more than one class?	Responses	
	f	%
1. Yes, always helpful	60	20
2. Yes, usually helpful	85	28
3. Sometimes helpful	120	40
4. No, seldom helpful	19	6
5. No, not helpful at all	17	6
Total	301	100

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*The multiple-choice answer sheets of two students were excluded from the tabulations because these students did not follow the questionnaire instructions.

Close to half of the students indicated that they were getting along with their teachers and classmates better than they did in the previous year, while only 12 or 13% indicated that these relationships had deteriorated during this year.

One of the most encouraging findings was that 80% of the students reported that they were learning morethis year than they did the year before. An additional 12% signified that their learning rate had not changed during the year, while only 8% said they were learning less this year. Following is the summary of the answers to the question about learning progress:

How much are you learning this year, as compared with last year?	Responses f	Responses %
1. Much more	130	43
2. A little more	112	37
3. About the same amount	37	12
4. A little less	11	4
5. Much less	11	4
Total	301	100

In their own evaluation of their progress in correlated subjects, as compared with non-correlated subjects such as social studies, some 63% said they were doing better in the correlated subjects. 27% rated their progress in the two types of courses as "about the same," while only 10% felt they were doing worse in the correlated subjects.

The replies to the question "How do you like having all your Correlated Curriculum classes with the same students?" were distributed as follows: very much, 23%; fairly well, 28%; not much,12%; not at all, 12%; and no preference, 25%.

Some 71% of the students indicated they were doing more work in school this year than they had done the previous year, and 54% said they had increased the amount of their homework during this year. Although 64% reported an increased number of books read, as compared with the year before, only 42% said that they were using the library more.

When asked whether the guidance counselor had helped them with their problems, the answers were: Yes, very much, 56%; Yes, somewhat, 36%; and no, not at all, 9%.

Only 12% of the students indicated they were working part-time after school, but 80% said they planned to earn some money during the summer of 1967.

The opportunity to study the three areas of health, industry and business before choosing one of these areas for specialization in the eleventh grade appealed to 71% of the students, according to their answers to one of the items in the questionnaire. In four of the five schools, business was the area liked best, but the health area was the favorite by a small margin in the other school. Industry ranked as the third choice in all five schools.

Almost half (47%) of the students indicated that they planned to continue their education after high school, as shown by the following data:

	What are your school plans?	Responses f	Responses %
1.	Graduate from high school and go to college or community college	140	47
2.	Graduate from high school and go to a business school, technical school, or urban center	53	18
3.	Graduate from high school and go to work	105	35
4.	Leave high school before graduating	3	1
	Total	301	101

69% of the students reported that their parents would like them to go to college, and an additional 12% said their parents wanted them to go to business or technical school after high school graduation.

Questions about family background yielded the information that almost two-thirds of the fathers and mothers of the students did not graduate from high school, and almost a fourth of the parents were born in Puerto Rico. 14% of the students reported Puerto Rico as their place of birth.

Open-Ended Questionnaire

On the open-ended part of the questionnaire, the students were encouraged to express their opinions and criticisms freely. The students' responses were not verbose, but they tended to be pithy.

The questions, along with the three answer classifications that drew the largest response frequencies, are as follows:

What do you like about the Correlated Curriculum Project?	f	%
The curriculum and the courses	126	42
Teachers and their attitudes	48	16
Improved opportunities for learning	34	11
What do you dislike about this project?		
Nothing	77	25
The curriculum and the courses	57	19
Teachers and their attitudes	42	14
What should be done to make it better?		
Nothing	26	9
Improve teachers and their attitudes	25	8
Go on more trips	19	6
How did you get into this program?		
Was put into it	79	26
Asked to be admitted	71	23
Don't know	49	16
What kind of a job do you hope to get when you finish school?		
Professional	101	33
Clerical or sales	77	25
Service	38	13

Information, Opinions, and Comments Submitted by Faculty and Staff Members

(Summary of Responses to Staff and Faculty Questionnaire)

Questionnaires were completed by 75 staff and faculty members who were associated with the project in the five schools. This questionnaire consisted of 57 items that were answerable by encircling response choices, supplemented by six open-ended items that provided opportunities for offering comments and suggestions for changes and improvements. The results are summarized briefly here, and are reported in detail in the appendix tables.

Background and Status Information.

The median and modal number of years of teaching experience of the respondents was in the 6-10 range. At the extremes, only three individuals reported having had just one year of teaching experience, while 19 indicated that they had been teaching for at least 16 years. Two-thirds of the respondents were men.

The project responsibilities of the respondents were distributed most heavily in the areas of supervision, English, mathematics, and science, but the areas of guidance, coordination, health, business, and industry were also represented by at least one respondent in each school. Two respondents indicated that administration was their main responsibility. The 66 respondents who signified that they were currently associated with a curriculum team were evenly divided among the business, health, and industry areas.

In reply to the question about their intentions of staying with the project for another year, 79% said they were planning to continue, and 17% said they were not. The remaining 4% did not answer the question. The reasons given for leaving the program covered a wide spectrum. Only three individuals gave reasons of a nature that was uncomplimentary to the project.

Opinions About the Workshops.

Faculty and staff opinions about the merits of the project's teacher workshop sessions were generally favorable. The majority of the respondents agreed that these workshops helped them to:

Become oriented to the project
Organize courses
Develop flexibility and creativity
Understand the principle of correlation
Share ideas about the project
Implement the program

The majority of the respondents also indicated that the parent-teacher workshops helped to involve the parents in the program.

About three-fourths of the respondents signified that they thought the teachers were adequately paid for workshop participation.

According to the questionnaire responses, workshop areas that may need strengthening are those associated with the effective use of curriculum materials and the understanding and teaching of low achievers. Less than two-fifths of the respondents agreed that the teacher workshops were helpful in these areas.

Suggestions for improving the workshop program included scheduling some of them during the school year to allow exchange of ideas and experiences, and allotting more time for discussing teaching materials.

Daily Conferences.

About 90% of the respondents agreed that the program could not function as well without the daily conference period, which helped teachers to know more about their students and to understand them better, as well as to plan correlated activities.

Between 84% and 92% of the respondents agreed that the daily conferences were helpful for the project's guidance program, in maintaining teacher morale, in stimulating teacher creativity, and in providing opportunities for teachers to share ideas concerning methodology and the curriculum.

Close to 90% of the respondents indicated that their teams seemed to function effectively, and that the teachers were conscientious in attending the daily conference periods.

The amount of space provided for the conference period was deemed to be satisfactory by about 70% of the respondents.

About two-thirds of the respondents indicated that the most practical number of conference periods per week was five. In other words, the preponderance of opinion was in favor of the daily conference feature of the project.

Among the suggestions offered for improving the conference periods were:" Provide more space;" " Provide more meetings for teachers of the same subject;" " Have supervisors attend."

Correlation and Curriculum

The central principle of correlating subjects within the curriculum seemed to win the acclaim of the staff and faculty members who participated in the project. About four-fifths of the questionnaire respondents agreed with the contention that correlation helps to reinforce students' learning in each subject, and helps teachers to broaden their approach to teaching. At least three-fifths of the respondents affirmed statements to the effect that correlation leads students to deeper insights and helps them to gain a sense of confidence and security in their class work.

Slightly more than half of the responding faculty and staff members indicated that correlation helps students to improve their reading and writing skills. Close to three-fourths regarded the correlated vocational courses as helpful to the students in exploring choices of careers or specialization.

About two-thirds of the respondents indicated that the correlational approach did not interfere with necessary instruction within each subject area. Among the other majority opinions were the following:

Correlation has been clearly enough defined so that teachers are aware of what is required (65%)

The curriculum materials helped teachers to structure and organize their courses of study (52%)

The curriculum materials left room for teacher creativity and flexibility (84%)

The curricular and student materials that were provided in the project were more adequate than those provided for the same subject in the general course (52%)

The equipment and supplies necessary for carrying out the lessons were adequate (78%)

Suggestions for improvements in the curriculum area were varied. Six of them, coming from three schools, were to the effect that the curriculum specialists should provide the teachers with only brief outlines for implementation, rather than fully structured syllabi. Other types of suggestions were offered with frequencies of three or less.

Pupil Growth.

The opinion that the extra guidance and counseling services provided by the project were especially helpful to the students was shared by 89% of the respondents. Only 10% were uncertain about this, and just one individual expressed a contrary opinion.

About two-thirds of the responding faculty and staff members agreed that the project students, as a group, improved academically during the course of the year. Some 56% opined that the project students were doing better than the "general" students, while 39% expressed uncertainty about this comparative judgement.

More than four-fifths of the respondents signified that the project helped them to get to know their students as individuals and to interact with them.

Some 70% of the 69 faculty and staff members who answered the question about selecting students for the project indicated that the selection procedures should be modified.

Other opinions endorsed by the majority of the faculty and staff respondents were:

> There were fewer disciplinary problems in project classes than in general classes (81%)
>
> The students' attitudes and behavior have improved (75%)
>
> The students' aspirational goals have been raised (67%)
>
> Parental involvement has improved (61%)
>
> The students' attendance records have improved (55%)

The Project in General

According to 59% of the staff and faculty respondents, the schools' faculties have a favorable attitude toward the project. About 37% of the respondents were uncertain about the faculty attitudes, and only 4% indicated that they thought the faculty was not favorably disposed toward the project.

Some two-thirds of the respondents agreed that the administrators and department chairmen had been actively involved in the project, while 18% were uncertain about their involvement, and 13% disagreed about their involvement.

In the open-ended part of the questionnaire, the principal suggestion offered by the staff and faculty members for improving the project was that better methods for selecting pupils for participation should be developed (17 respondents).

The general comment that was given with the highest frequency was "It is an excellent program" (7 respondents).

OBSERVATION AND INTERVIEW REPORTS

This part of the report is based principally on the findings of two evaluators who observed the Correlated Curriculum Project and interviewed participants in the project during the ninth month of its operation in five New York City high schools. The evaluators each spent at least one day in each of these schools during the month of May, 1967 and obtained information from the following sources:

I. Individual and Group Interviews

Twenty-four interviews were held with individual teachers, and twelve group interviews were conducted with principals, guidance counselors, teachers, and project coordinators. A special questionnaire was used as a basic guideline for these interviews, but the evaluators were flexible in using it, deviating from the format whenever necessary to obtain additional information relevant to the evaluation of the project.

II. Direct Observation of Correlated Classes

Twenty classes were observed. Observations usually lasted 10 to 15 minutes. The evaluators filled out an observation check-list for each class visited and made additional notes in narrative style to expand on points covered by the check list.

III. Observation and Interviews in Career Conferences

The evaluators made notes describing the activities that took place in ten daily planning conferences of teaching teams in each of the three career areas. This involved a total of 40 teachers. Also, whenever possible, the evaluators interviewed these conference teams as a group.

IV. Communications with Members of the Correlated Curriculum Staff of the New York City Board of Education

School Board personnel briefed the evaluators and supplied them with written information concerning the background, goals, and administrative policies concerning the project.

The primary purpose of the evaluators was to allow the participants to express their opinions concerning the project and to observe directly the activities in the classes and in the daily conference period. Information of a more objective and quantitative nature such as attendance and truancy records, grades, drop-out rates, etc., was not sought in this phase of the evaluation.

OBSERVATIONAL DATA

I. Positive Indications

In observing students in class, teachers in class, and teaching teams in daily planning conferences, the evaluators noted several activities that indicated that the project is being administered in an effective manner. These activities are described as follows.

A. Students in Class

Behavior. In most of the 20 classes observed, students were quiet and attentive. For the most part, they raised their hands in response to teachers' questions rather than calling out.

Learning. Students' responses to questions were generally correct, indicating that they understood the material being presented. (Material presented was geared for the slow learner, and the teachers' pacing appeared appropriate for the students observed).

Participation. Most of the students in a given class volunteered readily to questions. In nearly every class, students were using notebooks.

Attention Span. A sustained and, sometimes, intent level of concentration was often apparent in classes where students were given the opportunity to work with material or equipment of their own, either in small groups or on individual projects. Such classes typically included:

1. Typing--where each student had his own typewriter
2. Science Laboratories--where one student or a small group worked with a microscope, magnets, or other material
3. Shop Classes--where students worked with hand or power tools on individual projects

NOTE: One science teacher stated that attention span and achievement level were "dramatically better" among students in correlated classes, where they work with their own equipment and perform their own experiments, then among students in the regular general curriculum, where they are required to sit passively and watch one or two persons demonstrating an experiment.

Completion of Assignments.

Evaluators saw direct evidence of successfully completed assignments in science laboratory courses and in shop courses in four of the schools visited.

EXAMPLES: In science laboratory courses, students were completing experiments in magnetism and in testing for acidity that required such activities as following instructions, using equipment, finding correct answers to problems, and summarizing these answers in written form, all accomplished independently--with only intermittent help from the teacher.

In shops in all five schools evaluators saw many products such as book racks, spice racks, paper holders, and mechanical drawing boards which were well-constructed and finished in an attractive manner.

B. Teachers in Class

Maintaining Order. Most teachers observed had little difficulty in maintaining order. Such corrections as were necessary were usually made in a firm, direct manner and in an ordinary tone of voice.

Correlating Material. In general, correlation was presented in a natural manner.

EXAMPLES:

1. In a math class correlating with health, students learned how to fill out graphs by plotting temperatures of patients on reproductions of authentic hospital charts.

2. In a shop course which was part of the industrial program, students were shown the advantages and disadvantages of making products by two methods: (a) mass production--where each student performed one task in the making of a product and (b) individual enterprise--where each student completed all the tasks involved in producing a single product.

3. In a math course correlating with business careers, students were learning to fill out a savings-account pass book while they learned to compute percentages. In the process they also learned banking terminology and discussed the advantages of saving money.

4. In a typing course which was part of the business program, students were learning to type telegrams on actual Western Union blanks. In the process they were also being taught communication terminology and something about the relative costs of sending different types of wires.

5. In an English class correlating with health, students were using reading material concerning the discovery of bacteria.

Rapport with Students Most teachers addressed their students in a friendly, personal manner. Individual help was frequently provided when requested, and volunteered when it seemed necessary. Students and teachers seemed well-acquainted and comfortable with one another.

Eductive Teaching Most classes observed were presented in a developmental format. Several teachers showed considerable skill in drawing answers and conclusions from the students themselves. While the students appeared to be relatively non-verbal and often spoke in monosyllables, many teachers exhibited patience and talent in persuading students to elaborate on their answers.

Pacing Teachers have the double problem of dealing with students who are slow learners and have a short attention span. Several teachers had solved this problem by "moving slowly with haste." They kept up a fast pace of activity without presenting a great deal of new material during the period. Also, some displayed keen senses of humor which helped to keep the lessons lively without disrupting learning. Skilled teaching of this type was observed in some classes at all schools.

C. Teaching Teams in Daily Conferences

Uses of the Conference Period Several different types of activities were observed in the conference groups. Most of these seemed to be carried out efficiently and to be relevant and necessary to the teaching of correlated courses. Specific examples follow:

1. **Scheduling Specific Correlation**

In two of the conferences observed the teams were using special forms so that each teacher on the team would know what lesson the other teachers were presenting daily and what specific correlation was being covered. These forms were also used at some later date to help prepare reports on the teams' activities for the interested administrative personnel.

2. Pooling Subject Matter Knowledge

In a health career group, a health teacher was teaching a math teacher how to make up "input and output" charts in the way this is actually done by a hospital dietician. The math teacher was planning to teach the mathematical skills necessary to convert solids into liquids.

In an industrial career group, an industrial teacher was consulting with an English teacher, using the latter's special knowledge of the students' reading speed and level of comprehension before constructing a written test on shop practices.

In the same group, the English teacher was also observed consulting with a math teacher so that the latter could teach the students' (in a lesson on ratio's) how much time to allot to each question on an English test.

3. Preparing Special Materials

Several teachers were seen in the process of preparing special materials for classes. In one conference period, a teacher was observed running off special materials so that each student could have his own copy to keep and use.

4. Pooling Knowledge of Students

In two conferences teachers were heard exchanging information concerning specific students with academic or personal problems. Suggestions for courses of actions concerning these students were being considered.

5. Teamwork during conferences

Most of the team members appeared to be working together in a friendly and cooperative manner. As in most task-oriented groups, some disagreements arose as to approaches and methods to be used. However these did not seem severe enough to prevent the work of the team from being accomplished.

II. Problem Areas in One School

A. Behavior In one school, teachers felt that the students selected for the project were of lower ability and had a record of more behavior problems than the average students in the general curriculum. The typical behavior in classes in this school was noticeably poorer than that in correlated classes in other schools. Attention span was shorter, and several students seemed unduly restless. There was a loud and frequent popping of gum. Students frequently drummed nervously on their desks with their fingers or pencils.

EXAMPLE:

In one class, two students read a magazine while a teacher was presenting a lesson and several students spoke to each other in private conversations while a teacher was talking to the class as a whole. Several times when one student was attempting to answer a question, others would speak out without raising their hands to correct that student, often with sarcasm and ridicule.

B. Pacing Material presented in this school was paced considerably slower and was at a simpler level than that noted in correlated classes in the other schools. Judging from student responses, this seemed to be the proper pace and level for the particular class.

EXAMPLE:

One science teacher was demonstrating the effects of planting a water plant in soil and of uprooting a soil plant and putting it into water. She had her students observe the effects, and then guided them into making strictly observational statements concerning the experiment. At the end of 20 minutes the students were just beginning to form adequate observational statements. Their interest in the lesson seemed high, and they appeared to be making their best efforts to participate. However, the observer assessed the material they were learning to be no higher than that usually presented to a traditional second or third grade science class.

INTERVIEW DATA

I. Positive Findings

Every teacher who was asked the question about the desirability of continuing the project stated that he would like to see the project continue. All but three of these teachers also stated that they would like to continue teaching in the project in the fall. Even those who did not wish to continue teaching in the project (since they preferred dealing with Academic rather than General students) said that they felt that it was proving to be worthwhile for the slow learners and that it should be continued.

Teachers and other school personnel interviewed individually and in groups said they believed that the project was having a number of positive effects both on the students and on the teachers themselves. The effects mentioned most frequently are summarized below:

A. Positive Effect on Students

(In response to the question of whether the teachers felt the students were better off in some way for having participated in CCP):

1. Achievement. Eleven teachers indicated that the students are definitely learning. The degree of progress reported varied from those who stated that gains were too slight to show up on tests to those in

two schools who felt that results were "much better than I expected." Many teachers said that the students probably have learned more than they will be able to demonstrate on tests.

As one English teacher expressed it, "They can read, understand, and discuss a book, but they can't answer multiple-choice questions about it." (It is not in the scope of this report to discuss the merits of standardized tests for use with educationally deficient individuals. It is simply noted, in passing, that there is a feeling on the part of many teachers that the students have acquired a good bit more knowledge this year than their test scores would indicate.

Factors mentioned as contributing to students' increased learning included:

a. Increased repetition and reinforcement of subject matter in correlated classes.

b. Smaller classes, which enable more individual attention to be provided

c. Special material, which can be ordered because of the financial resources that are a part of the project

d. The special conference period, which gives the teachers time to prepare special teaching materials and correlation

2. Behavior. Most teachers said they felt that students were becoming more orderly and were showing a longer attention span as a result of the project.

3. Improved Attendance. Nine teachers indicated that students were beginning to show improved attendance and tardiness records. Some teachers in each school said they believed that the dropout rate will decrease as a result of the project.

4. Rapport with Teachers. Many teachers indicated that students in the project have responded favorably to the increased attention and concern that has been shown them this year by the team of teachers and the guidance counselor. The students have shown this by becoming increasingly considerate of their teachers.

   EXAMPLES:

   In one school a teacher who had been ill for several weeks reported that he had received inquiries and cards from students in his Correlated class who had, in the beginning, shown only negative feelings toward school and toward every one connected with school.

   In another school, a team of teachers reported that whenever one of them is absent, the students don't seem to be able to settle down and work as well. Also, they seem to resent a substitute teacher.

5. Morale. Seven teachers stated that students have improved in both individual and group morale.

   Increased Individual Morale: Students are reported to have developed greater self-confidence since the project started. Some teachers attribute this to the successful academic experiences the students have had due to more lenient grading. As one teacher put it "they don't feel stupid any more." This increased confidence, often referred to by the teachers as "an improved self-image," will, many teachers believe, play an important part in keeping students from dropping out of school.

Group Morale: By moving from class to class as a group, the students reportedly have developed a certain "esprit de corps," which is not found among students who move as individuals and can easily become "lost in the crowd."

EXAMPLE:

In one of the schools it was reported that some students had voluntarily joined extracurricular activities connected with school for the first time. In another school, three of the girls had volunteered to become "Candy Stripers" in the local hospital, although this involved a relatively long trip for them. These actions were judged by teachers and counselors as evidence that the students feel more like a part of the school because they have a group of their own.

6. Vocational Direction. More than half of the teachers interviewed felt that the most important aspect of the program was that it was providing occupational orientation for students who otherwise would receive no specific help toward becoming gainfully employed in the future. Many teachers said they felt strongly that this was the chief responsibility of the school toward this type of student and that the Correlated Curriculum Project was the first real attempt on the part of the school to meet this obligation to its slow learners.

B. Benefits for the Teachers

Teachers in the project stated that they were beginning to understand the slow learner better, and were becoming more skilled at teaching the slow learner as a result of such project features as flexibility, planning conferences, small class sizes, and additional equipment allowances.

1. Flexibility. In the absence of unnecessary restrictions, teachers said they were able to vary their lesson plans to fit students' progress and interest.

   The flexibility given to teachers in the project was also cited as a feature in the development of successful correlation. This enabled some teachers to place a heavier emphasis on fundamentals than on correlated material because they felt their particular group needed it. Other teachers reported that they presented correlated material only when they felt the connection was a very strong one and when it did not disrupt the natural sequence of material. Still others said they deemed it appropriate to present correlated material most of the time in their subject matter areas.

   Finally, there were some combinations, such as business and science, which are not amenable to much correlational material. In such cases, where correlation seemed remote, the teachers were not required to force it. The point to be emphasized is that the flexibility allowed to teachers appeared to have a positive effect on their planning of correlation and on their attitudes toward the project.

2. Additional Planning Time. The importance of the daily conference period to the success of the project was unanimously upheld by teachers interviewed. Two teachers said that the conference period might be cut to two or three times a week, rather than being held on a daily basis. The others however, said they felt it would be important to continue the conferences on

a daily basis. Benefits most frequently mentioned as resulting from this period were:

a. A better quality of teaching resulting from the extra time allowed to plan lessons

b. New knowledge and skills in teaching slow learners derived from the daily exchange of ideas and information

c. A greater understanding of individual students and ability to help these students resulting from the exchange of information among teachers

d. Class Size. In every school, several teachers mentioned the smaller class size provided by the project as one feature important to the project's ultimate success. Having smaller classes, they said, made it easier for them to know and understand their students better, to provide more individual help, to maintain order, and to provide special materials for each student in the class.

II. Problem Areas

A number of problem areas concerning the administration of the project were mentioned frequently by teachers and other project personnel:

A. Selection of Students. In each school some teachers said they felt that students had been admitted to the program who had records of serious problems in behavior or academic achievement. Also, teachers frequently complained that students were too heterogeneously grouped with respect to reading level.

This, they said, caused considerable difficulty in preparing a lesson at the proper level for the class as a whole. One school in particular was said to have been used as a "dumping ground" for hard-core potential drop-outs. Teachers in this school reported that nearly all of the students included in the Correlated Curriculum Project had poorer records in behavior and in achievement than students in the regular General Curriculum. Furthermore, when these teachers taught the Correlated classes, lessons had to be made simpler, and more patience and effort was required on the part of the teacher to teach and to maintain order than when they taught general classes.

B. Workshop Training of Teachers. Teachers in each school were quite consistent in criticizing the general session of the summer workshops as being too long, too idealistic, and not particularly helpful. Many teachers said they felt the subject-matter workshops had been useful, and suggested that the type of material presented in them be expanded for subsequent sessions. Specifically, they suggested that more examples and demonstrations showing how to correlate materials and how to deal with the slow learners should be presented by teachers who are experienced in these areas.

C. Curriculum Materials. Many teachers were critical of the curriculum materials prepared for the project, and this was particularly true of the math and shop teachers. Part of the problem in using these materials seemed to stem from the heterogeneous nature of the student group, but teachers also suggested that those who plan materials for any subject should take a more careful account of the low verbal skills of the students, as well as their specific achievement level for that subject.

D. System of Grading. A number of teachers at each school expressed dissatisfaction or confusion regarding the grading standards being used for the project. At one school, the whole grading scale had been elevated for the project students, as compared to other General students. Many students were earning averages in the 80's or 90's, and a few of these students had consequently requested to be transferred to the academic program. The feeling on the part of the teachers was that if those students were transferred they would not be able to pass academic courses.

At another school, the upper end of the grading scale seemed "realistic," but the teachers had inferred from the workshops that they were to give "mercy grades" at the lower levels. That is, if a student did even a minimum of work, he was to be given a passing grade.

At still another school, the grading standards used were identical to those in other general programs. These statements, taken together, seemed to indicate the need for a clearer statement of policy concerning grading standards.

E. Interschool Communication. Several teachers expressed the desire for a more regular and frequent system of communication between schools participating in the subject. While each of these schools has to cope with a somewhat different set of problems, and each has approached the project in a slightly different manner, there are many areas where experiences could be profitably shared. Those most frequently mentioned were: successful spontaneous correlation, and reports on technique for helping students to make realistic vocational decisions. In the absence of regular and frequent communication, much valuable information of this nature could be lost.

F. Vocational Aspirations of Students. In three of the schools, teachers expressed a feeling that the ninth grade might be too early to begin a program geared toward a specific vocational area. Some felt that the necessity of being gainfully employed was something too far in the future to be meaningful to students who are only 14 or 15 years old. Also, many teachers indicated that some students still had unrealistically high levels of aspirations, and that the career areas included in the project might seem too mundane to be sufficiently motivating to them.

EXAMPLES:

One teacher pointed out that in the case of a young girl who dreamed of becoming a famous rock and roll singer, it was difficult to interest her in learning the skills necessary to become a practical nurse.

Another teacher raised the possibility that "maybe we should let them have their dreams a little longer before we interrupt them with the grim facts of reality."

A team of teachers in another school told of unrealistic aspirations among their students, such as becoming doctors, actors, astronauts, and even captains of industry

Two teachers suggested that ninth-grade students might become more motivated and develop more realistic aspirations if they were provided with actual work experience for pay. These teachers said that although the original plan for the project calls for practical experience in the eleventh grade, after the vocational specialty has been chosen, work experience should be brought in at an much earlier time if the program is to have real meaning to the student.

Curriculum Materials Guide

Volume I of curriculum materials for the Correlated Curriculum Project, consisting of approximately 450 mimeographed pages, was available for use as a guide by the project teams in the schools during the 1966-67 school year. These materials were presented in "preliminary-draft" form, with the stated intention that they will be revised on the basis of evaluation by teachers, supervisors, and college consultants. Since evaluation of the curriculum materials did not fall within the scope of The Psychological Corporation's contract, this section of the report is limited to a brief description of the materials.

The foreword to the volume contains this statement regarding the scope of coverage of the curriculum materials:

> This is the first volume of curriculum materials prepared for the Correlated Curriculum Project. It is intended for use in the 9th grade and in the first half of the 10th grade for those students who will be enrolled in introductory courses in Business Technology, Health Technology, and Industrial Technology, and in correlated academic classes in English, mathematics, and science. Subsequent volumes will include materials for the other high school grades through the 12th year.
>
> The correlation of academic and technological disciplines will serve to reinforce pupil learnings. The student no longer studies each subject in isolation but discovers that one subject is closely related to another. In addition, the team-teaching approach makes possible a dialogue among teachers which will lead to new pedagogic insights and to a better understanding of each student entrusted to our care.

Guide lines for the curriculum content were formulated by committees which included the director in each subject area and chairman in the five pilot schools. Morton H. Lewittes, director of the Correlated Curriculum Project, supervised the preparation of materials; he was assisted by Abraham M. Finkelstein. The materials were written by teacher-writers, one for each subject area, assigned to the Correlated Curriculum Project.

The project objective of providing guide lines to the teachers, rather than a rigid structuring of the curriculum, is illustrated by the following statements that appeared in the Industrial Technology section:

> The units in this curriculum bulletin contained suggested projects, procedures and sample lesson plans. Teachers should feel free to make changes in keeping with facilities available and the recommendations of the teaching team . . . In any program, a time table forecast is risky. Since many unforeseen events may cause changes to be made, the teacher must be aware of the need for flexibility, and must plan accordingly. The term schedule listed below, therefore, is only as a point of departure and may be revised by the teacher.

While encouraging flexibility and ingenuity on the part of the teacher, the curriculum guides seem to be presented in sufficient detail to provide as much structure and content as a beginning, inexperienced teacher might possible need.

The section for each subject area contains information about goals and objectives, evaluation, time allotments, guidance, and use of the conference periods. Suggestions for alternate activities, enrichment, and motivation are also given.

Throughout the curriculum materials, correlation among the subjects is emphasized, and numerous techniques for interrelating the academic subjects with the vocational subjects are described in detail.

End-of-Year Reports From the Schools to the Project Director

The guidance counselor in each of the five schools submitted an end-of-year report to the project director. The reports covered the following areas: registration and transfers; reasons for transfers; number of students passing and failing each subject; guidance activities; program achievements; and problems and recommendations. Copies of these reports, along with a report prepared by Mr. Morton H. Lewittes, Project Director, were submitted to Acting Deputy Superintendent Helene M. Lloyd on July 5, 1967.

The Psychological Corporation also received copies of the guidance counselors' and project director's reports, but did not use any of the contents of those reports in the preparation of this evaluation report, in the interest of maintaining an independent point of view. These various types of reports will no doubt supplement each other and help to present a picture of the project as seen from different perspectives.

SUMMARY AND RECOMMENDATIONS

Observations of classes and conferences and interviews in each of the schools indicate that the Correlated Curriculum Project was administered and carried out in an effective manner during the first year of its operation. The majority of teachers interviewed were optimistic concerning the ultimate results of the project and expressed the view that it has already begun to have positive effects on the students and on the teachers themselves. In the interviews the most frequently mentioned benefits for the students were improved adjustment to school, greater rapport with teachers, and the beginning of specific vocational orientation. The most frequently mentioned benefits for the teachers were increased skill in understanding and teaching the slow learner.

Because of the limitations placed on the evaluators both in the time and scope of their evaluation, and because the project differs from the ordinary general program on a number of dimensions, evaluators were unable to determine which variables were most crucial to these early positive findings. Also, since the primary goals are long-range, it is not possible to evaluate the total program as a whole after one year. However, it appears to the evaluators that the first year has resulted in the creation of a positive atmosphere in which students and teachers may work together toward achieving the long range goals of the project.

Some of the principal findings obtained from the Student Record Forms and the questionnaires are:

1. The students showed a slight improvement, on the average, in punctuality, but not in attendance or truancy.
2. Average grades in the major subjects stayed at about the same level as the year before.
3. Average grade equivalent scores on the Metropolitan Achievement Test increased six months in reading between fall and spring, but decreased one month in word knowledge during the same period. In one school, the average gain in reading was a full year on the grade equivalent scale.

4. The extent of the students' participation in extracurricular activities showed some improvement.
5. Counselors' ratings indicated that most of the students were satisfactory with respect to courtesy, responsibility and self control, but needed improvement in effort. Most students were rated as having shown some improvement in attitudes and adjustment since the year before. Reading and effort were rated as the factors contributing most to the students' difficulties.
6. About one-third of the students were living in broken homes.
7. A substantial majority of the students reported that they liked participating in the project and felt that they were deriving benefits from the Correlated Curriculum, were learning more than during the previous year, and were doing better in the correlated subjects than in the non-correlated subjects.
8. About nine-tenths of the students indicated that the guidance counselors had helped them with their problems. The opportunity to explore vocations through the health, industrial and business courses was viewed favorably by about seven-tenths of the students.
9. About half of the students indicated that they planned to continue their education after high school.
10. The majority of the staff and faculty opinions, as expressed in questionnaire responses, were favorable to the project. Most of the staff and faculty members regarded the daily conference periods as essential to the success of the project. Abour four-fifths of the staff and faculty members said they planned to stay in the project.
11. The majority of the faculty and staff members reported that the correlation technique helped students to learn, to gain confidence, and to explore vocational choices. The staff and faculty members also approved of the guidance and individualization approaches of the project.

12. Favorable changes in the students noted by the staff and faculty members included decreases in disciplinary problems, improvements in attitudes and behavior, and higher aspirational goals. Improved parental involvement was also reported.

A number of problem areas were identified as a result of the evaluation. While some steps are already being taken to correct these problems, the evaluators offer the following specific recommendations:

Selection of Students- During the formative stages of the project, students should be selected with the following considerations:

(1) Classes should be more homogeneous with respect to reading and math achievement scores (no more than a three-grade range should be included in any one class).

(2) Students with known behavior problems should not be assigned to the project disproportionately to the ratio for the school as a whole.

Development of Curriculum Materials- The difficulty level of curriculum materials should be carefully reviewed, and the vocabulary level should be kept considerably below the students' grade placements. Teachers should communicate their findings concerning new materials to curriculum developers for necessary revisions.

Training of Teachers- Teachers' suggestions concerning the improvements of the teachers' workshops should be solicited. More instruction of a concrete nature concerning techniques for correlation and for teaching the slow learner should be provided by experienced teachers.

Grading Standards- A clear policy on grading standards for the project should be formulated. It is suggested that grading should not be so lenient that students and parents develop unrealistic ideals of students' capabilities. While it may be advisable to simplify grading somewhat to provide the students with successful learning experiences, it should be made clear to students that someone earning A's and B's in the Correlated Curriculum Project should not automatically expect to earn the same grades in the academic program.

Communication Between Schools- A regular and frequent system of communication should be set up between the schools involved in the project for the exchange of information concerning the solving of common problems.

Motivation and Levels of Aspiration-More concrete efforts should be made toward increasing the students' motivation toward a career in one of the three technical areas and toward helping them to achieve more realistic levels of aspiration. Some alternatives that might be considered to help achieve these ends are:

(1) Scheduling frequent talks by enthusiastic and successful members of various fields

(2) Providing actual work experience with pay earlier than the eleventh grade

(3) Broadening the number of jobs and career areas included in the project

(4) Developing special materials to be used by guidance counselors and career teachers to inform and interest students in various job opportunities available in the three career areas.

Research Design Some of the data collected in this evaluation study are difficult to interpret because of the lack of control groups to serve as a basis for comparison. Utilization of control groups well matched with the CCP groups in basic academic and background characteristics is strongly recommended for subsequent phases of the evaluation study.

APPENDIX A

Student Record Form Statistical Tables and Questionnaire Response Summaries

Table 1. Sex, Age, and Grade Distributions of Students in Project, 1966-67

		School:	A	B	C	D	E	Total
Sex:	Male	f	28	35	35	50	51	199
		%	43	50	45	54	63	52
	Female	f	37	35	43	42	30	187
		%	57	50	55	46	37	48
Age in years								
	21	f	-	-	4	-	-	4
		%	-	-	5	-	-	1
	20	f	-	-	-	-	-	-
		%	-	-	-	-	-	-
	19	f	-	-	1	-	-	1
		%	-	-	1	-	-	-
	18	f	-	-	7	1	1	9
		%	-	-	9	1	1	2
	17	f	2	8	31	4	1	46
		%	3	11	40	4	1	12
	16	f	29	27	34	30	30	150
		%	45	39	44	33	37	39
	15	f	33	30	-	55	48	166
		%	51	43	-	60	59	43
	14	f	-	5	-	-	1	6
		%	-	7	-	-	1	2
	Not specified	f	1	-	1	2	-	4
		%	2	-	1	2	-	1
	Modal age		15	15	16	15	15	15
Grade:	9	f	65	70	-	92	81	308
		%	100	100	-	100	100	80
	10	f	-	-	78	-	-	78
		%	-	-	100	-	-	20
No. of students			65	70	78	92	81	386

Table 2. Length of Stay of Students in CCP Project, 1966-67--Reflecting Late Entries and Withdrawals

Months in Project	School:	A	B	C	D	E	Total
10	f	65	52	53	44	66	280
	%	100	74	68	48	82	73
9	f	-	-	1	-	-	1
	%	-	-	1	-	-	-
8	f	-	-	4	1	1	6
	%	-	-	51	1	1	2
7	f	-	-	1	-	1	2
	%	-	-	1	-	1	1
6	f	-	-	-	-	2	2
	%	-	-	-	-	3	1
5	f	-	17	6	36	10	69
	%	-	24	8	39	12	18
4	f	-	-	-	4	-	4
	%	-	-	-	4	-	1
3	f	-	-	12	1	1	14
	%	-	-	15	1	1	4
2	f	-	1	-	3	-	4
	%	-	1	-	3	-	1
1	f	-	-	-	-	-	-
	%	-	-	-	-	-	-
Less than 1	f	-	-	1	3	-	4
	%	-	-	1	3	-	1
	N	65	70	78	92	81	386
Retentions	N	43	56	68	68	69	304
	%	66	80	87	74	85	79
Withdrawals*	N	22	14	10	24	12	82
	%	34	20	13	26	15	21

* Includes withdrawals at end of school year

Table 3. Reasons for Students' Withdrawal From Project

	School:	A	B	C	D	E	Total
Removal from city	f	-	-	-	1	-	1
	%	-	-	-	4	-	1
Age over 17	f	-	-	1	-	-	1
	%	-	-	10	-	-	1
Employment certificate	f	-	-	3	-	2	5
	%	-	-	30	-	17	6
Transferred to private school	f	-	-	-	-	1	1
	%	-	-	-	-	8	1
Physically or mentally disabled	f	-	10	1	3	-	14
	%	-	71	10	12	-	17
Changed to academic curriculum	f	8	-	1	2	5	16
	%	36	-	10	8	42	20
Other reason or no reason given	f	14	4	4	18	4	44
	%	64	29	40	75	33	54
Total withdrawals		22	14	10	24	12	82

Table 4. Student Absences During 1966-67 School Year

Days Absent	School:	A	B	C	D	E	Total
0	f	-	3	-	-	3	6
	%	-	4			4	2
1-10	f	3	19	19	26	38	105
	%	5	28	27	30	48	28
11-20	f	11	17	23	27	15	93
	%	17	25	32	31	19	25
21-30	f	12	14	14	14	11	65
	%	18	20	20	16	14	17
31-40	f	11	3	8	11	5	38
	%	17	4	11	13	6	10
41-50	f	11	4	6	4	5	30
	%	17	6	8	5	6	8
51-60	f	4	4	-	2	2	12
	%	6	6	-	2	3	3
61-70	f	2	-	-	-	-	2
	%	3	-	-	-	-	1
71-80	f	2	2	-	-	-	4
	%	3	3	-	-	-	1
81-90	f	5	1	1	2	1	10
	%	8	1	1	2	1	3
over 90	f	4	2	-	1	-	7
	%	6	3	-	1	-	2
	N	65	69	71	87	80	372
	Median	36.4	17.9	17.2	16.5	11.3	18.6
	No entry	-	1	7	5	1	14
	Total	65	70	78	92	81	386

Table 5. Student Absences During 1966-67, Compared with Previous Year

(Includes only those students whose records showed attendance entries for both years)

School:		A		B		C		D		E		Total	
		1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66
0	f	-	-	3	6	-	1	-	2	3	10	6	19
	%			5	10		2		3	4	14	1	6
1-10	f	3	2	15	22	18	19	21	29	35	38	92	110
	%	5	3	24	35	27	29	27	37	48	52		32
11-20	f	11	18	16	17	21	27	25	24	14	19	87	105
	%	17	28	25	27	32	41	32	31	19	26		30
21-30	f	12	12	14	8	13	10	14	12	10	2	63	44
	%	18	18	22	13	20	15	18	15	14	3		13
31-40	f	11	8	3	5	7	4	10	5	3	2	34	24
	%	17	12	5	8	11	6	13	6	4	3		7
41-50	f	11	6	3	3	6	4	4	3	5	2	29	18
	%	17	9	5	5	9	6	5	4	7	3		5
51-60	f	4	2	4	1	-	1	2	1	2	-	12	5
	%	6	3	6	2		2	3	1	3			1
61-70	f	2	5	-	1	-	-	-	1	-	-	2	7
	%	3	8	-	2				1				2
71-80	f	2	1	2	-	-	-	-	-	-	-	4	1
	%	3	2	3									-
81-90	f	5	1	1	-	1	-	2	-	1	-	10	1
	%	8	2	2		2		3		1			-
Over 90	f	4	10	2	-	-	-	-	1	-	-	6	11
	%	6	15	3					1				3
	N	65	65	63	63	66	66	78	78	73	73	345	345
Median		35.4	31.8	35.6	12.6	17.1	14.8	17.2	13.3	9.6	7.0	15.8	13.6

Table 6. Student Tardiness During 1966-67 School Year

Times Tardy		School:	A	B	C	D	E	Total
0	f		16	24	8	14	27	89
	%		25	35	11	16	35	24
1-5	f		26	38	22	33	32	151
	%		40	55	31	39	42	41
6-10	f		12	5	12	13	7	49
	%		18	7	17	15	9	13
11-20	f		11	2	29	25	11	78
	%		17	3	41	29	14	21
N			65	69	71	85	77	367
Median			3.7	1.9	8.3	4.5	3.3	3.7
No entry			-	1	7	7	4	19
Total			65	70	78	92	81	386

Table 7. Student Tardiness During 1966-67, Compared with Previous Year

(Includes only those students whose records showed tardiness entries for both years)

School:		A		B		C		D		E		Total	
Times Tardy		1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66
0	f	16	15	20	10	8	7	12	22	25	41	81	95
	%	25	23	34	17	12	10	16	29	36	59	24	28
1-5	f	26	10	31	19	21	26	30	27	27	20	135	102
	%	40	15	53	33	31	39	39	35	39	29	40	30
6-10	f	12	12	5	8	12	14	11	11	6	4	46	49
	%	18	18	9	14	18	21	14	14	9	6	14	14
11-20	f	11	28	2	21	26	20	24	17	11	4	74	90
	%	17	43	3	36	39	30	31	22	16	6	22	27
N		65	65	58	58	67	67	77	77	69	69	336	336
Median		3.7	8.6	2.0	5.5	6.9	5.2	4.6	3.9	3.3	0	3.7	4.1

Table 8. Truancies and Suspensions During 1966-67, Compared With Previous Year

School:		A		B		C		D		E		Total	
		1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66
Truancies	N	7	4	27	25	13	10	12	6	12	3	71	48
	%	11	6	39	36	17	13	13	7	15	4	18	12
Suspensions	N	-	-	-	-	1	-	1	-	-	-	-	-
	%	-	-	-	-	1	-	1	-	-	-	-	-
No. of Students		65	65	70	70	78	78	92	92	81	81	386	386

Table 9. Students' Curriculum Choices

		A	B	C	D	E	Total
Business	f	16	5	27	-	9	57
	%	25	7	36	-	12	15
Health	f	1	1	21	-	5	28
	%	2	1	28	-	6	7
Industrial	f	9	5	10	-	5	29
	%	14	7	14	-	6	8
Other	f	1	5	16	-	7	29
	%	2	7	22	-	9	8
Undecided	f	38	53	-	91	52	234
	%	58	77	-	100	67	62
No. of Responses		65	69	74	91	78	377
Responses Omitted		-	1	4	1	3	9

Table 10. Average Grades* of Students

	This Year (1966-67)				Last Year (1965-66)	
	1st Term		2nd Term		2nd Term	
	N	Av	N	Av	N	Av
School A*						
English			61	3.1	60	2.6
Social Studies			61	2.9	61	2.8
Mathematics			60	3.0	60	3.1
Science			61	3.0	60	2.9
Business			18	2.9	1	4.0
Health			56	3.5	1	2.0
Industry			40	3.2	1	5.0
School B						
English	70	3.4	70	3.9	68	3.3
Social Studies	70	3.3	70	3.6	68	3.3
Mathematics	68	3.5	70	3.8	68	3.4
Science	70	3.3	70	3.7	67	3.3
Business	16	3.1	23	3.3	-	-
Health	20	3.8	24	3.8	-	-
Industry	17	2.8	20	3.0	10	2.4
School C						
English	73	3.0	72	2.9	77	2.9
Social Studies	73	3.2	71	2.9	77	3.1
Mathematics	63	2.8	69	3.1	75	3.2
Science	72	3.3	71	3.0	77	2.9
Business	17	3.5	30	2.8	3	2.7
Health	30	3.1	14	3.1	3	3.3
Industry	21	2.5	31	2.7	24	3.4

*School A did not submit grades for 1st term, 1966-67

Table 10. (Cont'd.) Average Grades* of Students

	This Year (1966-67)				Last Year (1965-66)	
	1st Term		2nd Term		2nd Term	
	N	Av	N	Av	N	Av
chool D						
English	89	3.6	82	3.5	79	3.4
Social Studies	89	4.0	82	3.5	79	3.4
Mathematics	89	3.4	81	3.4	77	3.6
Science	89	3.3	81	3.3	78	3.6
Business	1	4.0	21	3.0	2	3.0
Health	15	3.4	24	3.7	-	-
Industry	9	3.6	27	3.5	5	3.2
School E						
English	80	3.0	74	2.8	79	3.2
Social Studies	80	3.9	74	3.9	79	3.3
Mathematics	80	3.2	74	3.1	79	3.6
Science	80	3.3	73	3.3	78	3.6
Business	22	3.1	16	3.4	1	5.0
Health	27	2.6	21	3.3	-	-
Industry	29	2.7	36	2.7	62	2.4
Total						
English	312	3.3	359	3.2	363	3.1
Social Studies	312	3.6	358	3.4	364	3.2
Mathematics	300	3.3	354	3.3	359	3.4
Science	311	3.3	356	3.3	360	3.3
Business	56	3.3	108	3.1	7	3.3
Health	92	3.1	139	3.5	4	3.0
Industry	76	2.8	154	3.0	102	2.7

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* For computational purposes, the following numerical equivalents were assigned to the letter grades:

A = 1
B = 2
C = 3
D = 4
E = 5

Table 11. Average Grade Equivalent Scores on the Metropolitan Reading Test,

Fall, 1966 and Spring, 1967

Fall, 1966	School:	A	B	C	D	E	Total
Word Knowledge							
Mean		6.5	5.6	6.6	7.3	7.8	7.0
S.D.		1.5	1.1	1.5	1.7	1.6	1.7
N		50	56	59	50	68	283
Reading							
Mean		5.7	5.4	6.4	6.6	7.1	6.4
S.D.		1.5	1.2	1.3	1.5	1.6	1.6
N		50	56	59	77	68	309
Spring, 1967							
Word Knowledge							
Mean		6.2	5.9	6.8	5.5	7.7	6.8
S.D.		1.3	1.2	1.4	0.0	1.8	1.6
N		49	65	68	1	69	252
Reading							
Mean		6.3	6.1	7.3	7.1	7.4	7.0
S.D.		1.5	1.5	1.6	1.4	1.8	1.7
N		47	65	69	65	66	312

Table 12. Average Grade Equivalent Scores on the Metropolitan Reading Test For Students Who Were in the Project for the Full Ten Months During 1966-67 School Year and who Were Tested in Both the Fall and Spring

Fall, 1966	School:	A	B	C	D	E	Total
Word Knowledge							
Mean		6.7	5.9	6.7	-	7.9	6.8
S.D.		1.4	1.1	1.5	-	1.7	
N		44	48	45	-	54	191
Reading							
Mean		5.8	5.2	6.3	6.6	7.2	6.2
S.D.		1.4	1.2	1.3	1.5	1.6	
N		44	48	45	37	54	228
Spring, 1967							
Word Knowledge							
Mean		6.3	5.7	6.9	-	7.7	6.7
S.D.		1.3	1.4	1.3	-	1.8	
N		44	48	45	-	54	191
Reading							
Mean		6.4	5.9	7.3	7.2	7.4	6.8
S.D.		1.5	1.6	1.4	1.5	1.9	
N		44	48	45	37	54	228
Mean gain, fall to spring							
Word Knowledge		-0.4	-0.2	0.2	-	-0.2	-0.1
Reading		0.6	0.7	1.0	0.6	0.2	0.6

Table 13. Average Scores on the New York State Minimum Competency Test Fall, 1966

School:	A (Raw Scores)	B (Percentiles)	C*	D* (Percentiles)	E (Raw Scores)	Total**
Reading						
Mean	22.1	55.6			26.1	
S.D.	5.2	10.4			6.1	
N	54	62			62	
Arithmetic						
Mean	14.7	58.8		58.3	17.8	
S.D.	5.51	8.6		17.0	4.2	
N	54	62		53	62	

* No scores on this test were entered for School C

** Statistics for total group were not computed because data were incomplete and because of raw score and percentile mixture among schools

Table 14. Students' Participation in Extracurricular Activities, 1966-67 and 1965-66

School:		A		B		C		D		E		Total	
of Activities		This Year	Last Year	This Year	Last Year	This Year	Last Year	This Year	Last Year	This Year	Last Year	This Year	Last Year
e	f	61	63	67	69	43	61	80	82	68	14	319	289
	%	94	98	96	99	59	84	92	95	88	64	86	92
1	f	-	-	3	1	19	11	6	4	8	7	36	23
	%	-	-	4	1	26	15	7	5	10	32	10	7
2	f	4	1	-	-	6	1	-	-	-	1	10	3
	%	6	2	-	-	8	1	-	-	-	5	3	1
3	f	-	-	-	-	3	-	-	-	-	-	3	
	%	-	-	-	-	4	-	-	-	-	-	1	
4	f	-	-	-	-	2	-	1	-	1	-	4	
	%	-	-	-	-	3	-	1	-	1	-	1	
. of Students		65	64	70	70	73	73	87	86	77	22	372	315
try omitted		-	1	-	-	5	5	5	6	4	59	14	71

Table 15. Counselors' Ratings of Students (1966-67)

Courtesy	School:	A	B	C	D	E	Total
Outstanding	f	6	22	17	24	8	77
	%	9	31	22	26	10	20
Satisfactory	f	56	40	44	53	57	250
	%	86	57	56	58	70	65
Needs Improvement	f	3	8	15	10	8	44
	%	5	11	19	11	10	11
Unsatisfactory	f	-	-	2	5	3	10
	%	-	-	3	5	4	3
No rating	f	-	-	-	-	5	5
	%	-	-	-	-	6	1
Effort							
Outstanding	f	7	6	4	16	9	42
	%	11	9	5	17	11	11
Satisfactory	f	17	18	32	33	25	125
	%	26	26	41	36	31	32
Needs Improvement	f	22	33	32	29	28	144
	%	34	47	41	32	35	37
Unsatisfactory	f	-	13	10	12	13	48
	%	-	19	13	13	16	12
No rating	f	19	-	-	2	6	27
	%	29	-	-	2	7	7
Responsibility							
Outstanding	f	3	5	6	17	9	40
	%	5	7	8	19	11	10
Satisfactory	f	26	25	42	36	30	159
	%	40	36	54	39	37	41
Needs Improvement	f	14	26	19	27	25	111
	%	22	37	24	29	31	29
Unsatisfactory	f	1	14	11	12	12	50
	%	2	20	14	13	15	13
No rating	f	21	-	-	-	5	26
	%	32	-	-	-	6	7

Table 15. (cont'd.) Counselors' Ratings of Students (1966-67)

Self Control	School:	A	B	C	D	E	Total
Outstanding	f	2	7	10	16	8	43
	%	3	10	13	17	10	11
Satisfactory	f	49	34	46	39	44	212
	%	75	49	59	42	54	55
Needs Improvement	f	10	14	13	22	17	76
	%	15	20	17	24	21	20
Unsatisfactory	f	1	15	9	13	7	45
	%	2	21	12	14	9	12
No rating	f	3	-	-	2	5	10
	%	5	-	-	2	6	3
No. of students		65	70	78	92	81	386

Table 16. Counselors' Ratings of Changes in Pupils' Attitudes and Adjustment Since Previous Year.

School:		A *	B	C	D	E	Total
Substantial Improvement	f	-	9	13	2	12	36
	%	-	13	17	2	15	11
Some Improvement	f	-	34	36	66	45	181
	%	-	49	46	72	56	56
No Change	f	-	15	19	15	11	60
	%	-	21	24	16	14	19
Retrogressed	f	-	12	8	8	7	35
	%	-	17	10	9	9	11
No entry	f	-	-	2	1	6	9
	%	-	-	3	1	7	3
N			70	78	92	81	321

* No ratings were entered for the students in School A.

Table 17. Counselors' Designations of Factors Contributing Most to Students' Difficulties
(Frequencies represent number of students)

	School:	A	B	C	D	E	Total
Absence	f	2	7	20	20	8	57
	%	3	10	26	22	10	15
Tardiness	f	2	2	16	5	-	25
	%	3	3	21	5	-	6
Class cutting	f	1	3	5	3	-	12
	%	2	4	6	3	-	3
Truancy	f	4	16	9	14	9	52
	%	6	23	12	15	11	13
Health	f	-	4	10	10	1	25
	%	-	6	13	11	1	6
Emotional	f	5	24	24	14	4	71
	%	8	34	31	15	5	18
Behavior	f	2	10	13	30	3	58
	%	3	14	17	33	4	15
Home problems	f	1	19	23	22	7	72
	%	2	27	30	24	9	19
Broken home	f	-	5	12	9	3	29
	%	-	7	15	10	4	8
Mental ability	f	-	18	6	1	14	39
	%	-	26	8	1	17	10
Reading	f	4	43	12	11	16	86
	%	6	61	15	12	20	22
Arithmetic	f	-	16	7	4	11	38
	%	-	23	9	4	14	10
Failure experiences	f	-	4	3	1	8	16
	%	-	6	4	1	10	4

Table 17. (Cont'd.) Counselors' Designations of Factors Contributing Most to Students Difficulties

	School:	A	B	C	D	E	Total
Effort	f	-	17	12	7	41	77
	%	-	24	15	8	51	20
Inappropriate goal	f	-	1	15	-	15	31
	%	-	1	19	-	19	8
Sum of frequencies (Multiple entries possible)		21	189	187	151	140	688
No. of students		65	70	78	92	81	386

Table 18. Parental Status (1966-67 School Year)

School:		A	B	C	D	E	Total
Parents live together	f	43	35	47	80	60	265
	%	66	50	60	87	74	69
Parents separated	f	13	17	9	4	4	47
	%	20	24	12	4	5	12
Parents divorced	f	2	7	6	4	2	21
	%	3	10	8	4	3	5
Father deceased	f	2	5	7	2	2	18
	%	3	7	9	2	3	5
Mother deceased	f	1	3	2	-	1	7
	%	2	4	3	-	1	2
Both parents deceased	f	-	3	1	-	12	16
	%	-	4	1	-	15	4
Entry omitted	f	4	-	6	2	-	12
	%	6	-	8	2	-	3
N		65	70	78	92	81	386

Table 19. Adults in Students' Households

	School:	A	B	C	D	E	Total
Both parents	f	43	35	47	76	58	259
	%	66	50	60	83	72	67
Father only	f	-	2	2	1	1	6
	%	-	3	3	1	1	2
Mother only	f	20	25	25	6	8	84
	%	31	36	32	7	10	22
Step-parent only	f	1	1	-	3	-	5
	%	2	1	-	3	-	1
Relative only	f	1	5	1	2	-	9
	%	2	7	1	2	-	2
Other	f	-	2	-	2	11	15
	%	-	3	-	2	14	4
No entry	f	-	-	3	2	3	8
	%	-	-	4	2	4	2
N		65	70	78	92	81	386

Table 20. Summary of Responses to Student Questionnaire, 1966-67

School:	A		B		C		D		E		Total	
No. of Questionnaires:	51		58		70		52		70		301	
1. How do you like your classes in the Correlated Curriculum this year, as compared with your classes last year?	f	%	f	%	f	%	f	%	f	%	f	%
1. Much more	8	16	14	24	31	44	21	40	25	36	99	33
2. A little more	14	27	15	26	17	24	15	29	26	37	87	29
3. About the same	10	20	15	26	16	23	6	12	9	13	56	19
4. Not quite as much	12	24	7	12	4	6	5	10	7	10	35	12
5. Much less	7	14	7	12	2	3	5	10	3	4	24	8
2. How do you think your marks this year will compare with last year's?												
1. Much higher	7	14	9	15	18	26	19	37	15	21	68	23
2. A little higher	16	31	16	28	24	34	18	35	36	51	110	37
3. About the same	15	29	16	28	22	31	10	19	14	20	77	26
4. A little lower	9	18	11	19	5	7	4	8	5	7	34	11
5. Much lower	4	8	6	10	1	1	1	2	-	-	12	4
3. Do you find it helpful to study the same topic in more than one class?												
1. Yes, always helpful	8	16	15	26	15	21	9	17	13	19	60	20
2. Yes, usually helpful	12	24	12	21	24	34	15	29	22	31	85	28
3. Sometimes helpful	26	51	20	34	29	41	18	35	27	39	120	40
4. No, seldom helpful	1	2	6	10	1	1	7	13	4	6	19	6
5. No, not helpful at all	4	8	5	9	1	1	3	6	4	6	17	6
4. How are you getting along with your teachers this year, as compared with last year?												
1. A lot better	12	24	14	24	24	34	12	23	25	36	87	29
2. A little better	5	10	12	21	15	21	15	29	15	21	62	21
3. About the same	29	57	20	34	24	34	18	35	24	34	115	38
4. Not quite as well	3	6	9	15	7	10	5	10	5	7	29	10
5. A lot worse	2	4	3	5	-	-	2	4	1	1	8	3

Table 20. Summary of Responses to Student Questionnaire, 1966-67

School:	A		B		C		D		E		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
5. How are you getting along with your classmates this year, as compared with last year?												
1. A lot better	11	22	23	40	22	31	15	29	19	27	90	30
2. A little better	7	14	7	12	14	20	11	21	9	13	48	16
3. About the same	26	51	19	33	30	43	18	35	34	49	127	42
4. Not quite as well	4	8	7	12	3	4	7	13	7	10	28	9
5. A lot worse	3	6	2	3	1	1	1	2	1	1	8	3
6. How much are you learning this year, as compared with last year?												
1. Much more	16	31	24	41	38	54	21	40	31	44	130	43
2. A little more	20	39	19	33	24	34	20	38	29	41	112	37
3. About the same amount	8	16	11	19	3	4	8	15	7	10	37	12
4. A little less	2	4	1	2	3	4	3	6	2	3	11	4
5. Much less	5	10	3	5	2	3	-		1	1	11	4
7. How are you doing in your Correlated subjects as compared with other subjects, such as social studies, that you are taking this year?												
1. Much better	11	22	17	29	23	33	17	33	26	37	94	31
2. A little better	12	24	21	36	24	34	21	40	18	26	96	32
3. About the same	23	45	13	22	17	24	11	21	18	26	82	27
4. Not quite as well	5	10	4	7	5	7	2	4	7	10	23	8
5. Much worse	-	-	3	5	1	1	1	2	1	1	6	2
8. How do you like having all your Correlated Curriculum classes with the same students?												
1. Very much	3	6	8	14	20	29	19	36	20	29	70	23
2. Fairly well	10	20	16	28	26	37	11	21	21	30	84	28
3. Not much	9	18	4	7	4	6	4	8	15	21	36	12
4. Not at all	9	18	10	17	5	7	8	15	4	6	36	12
5. It doesn't make any difference to me	20	39	20	34	15	21	10	19	10	14	75	25

Table 20. Summary of Responses to Student Questionnaire, 1966-67

School:	A		B		C		D		E		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
9. How much are you working in school this year, as compared with last year?												
1. Much more	11	22	22	38	28	40	20	38	25	36	106	35
2. A little more	13	25	19	33	30	43	20	38	25	36	107	36
3. About the same	15	29	5	9	7	10	8	15	13	19	48	16
4. A little less	10	20	6	10	2	3	4	8	7	10	29	10
5. Much less	2	4	6	10	3	4	-	-	-	-	11	4
10. How much homework have you done this year, as compared with last year?												
1. Much more	6	12	22	38	14	20	14	27	28	40	84	28
2. A little more	14	27	11	19	18	26	18	35	16	23	77	26
3. About the same	14	27	10	17	20	29	10	19	17	24	71	24
4. A little less	8	16	4	7	13	19	9	17	6	9	40	13
5. Much less	9	18	11	19	5	7	1	2	3	4	29	10
11. How much have you used the library this year, as compared with last year?												
1. Much more	8	16	1	2	26	37	12	23	32	46	79	26
2. A little more	5	10	2	3	16	23	9	17	16	23	48	16
3. About the same	12	24	24	41	17	24	16	31	11	16	80	27
4. A little less	11	22	9	15	6	9	9	17	7	10	42	14
5. Much less	15	29	22	38	5	7	6	12	4	6	52	17
12. How many books have you read this year, as compared with last year?												
1. Many more	11	22	13	22	28	40	15	29	18	26	85	28
2. A few more	15	29	15	26	27	39	21	40	29	41	107	36
3. About the same number	14	27	12	21	7	10	7	13	9	13	49	16
4. Not quite as many	8	16	13	22	3	4	7	13	10	14	41	14
5. Much fewer	3	6	5	9	5	7	2	4	4	6	19	6

Table 20. Summary of Responses to Student Questionnaire, 1966-67

School:	A		B		C		D		E		Total	
13. Has your guidance counselor helped you with your problems?	f	%	f	%	f	%	f	%	f	%	f	%
1. Yes, very much	27	53	39	67	54	77	19	36	29	41	168	56
2. Yes, somewhat	18	35	13	22	15	21	26	50	35	50	107	36
3. No, not at all	6	12	6	10	1	1	7	13	6	9	26	9
14. Do you plan to try to earn some money this summer?												
1. Yes, definitely	32	63	43	74	43	61	25	48	32	46	175	58
2. Yes, probably	10	20	8	14	17	24	15	29	15	21	65	22
3. No, probably not	3	6	3	5	2	3	-	-	7	10	15	5
4. No, definitely not	-	-	2	3	1	1	3	6	-	-	6	2
5. Undecided	6	12	2	3	7	10	9	17	16	23	40	13
15. Do you work part-time after school?												
1. Yes	9	18	10	17	5	7	3	6	8	11	35	12
2. No	42	82	48	83	65	93	49	94	62	89	266	88
16. Do you like studying the three areas (health, industry, business) before choosing one of them for specialization in the eleventh year?												
1. Very much	16	31	20	34	41	59	34	65	32	46	143	48
2. A little	20	39	13	22	11	16	7	13	18	26	69	23
3. Not very much	3	6	5	9	10	14	2	4	7	10	27	9
4. Not at all	9	18	11	19	4	6	-	-	2	3	26	9
5. Undecided	3	6	9	15	4	6	9	17	11	16	36	12
17. Which career area do you like best?												
1. Business	19	37	33	57	31	44	28	54	25	36	136	45
2. Health	17	33	11	19	29	41	13	25	27	39	97	32
3. Industry	15	29	14	24	10	14	11	21	18	26	68	23

Table 20. Summary of Responses to Student Questionnaire, 1966-67

School:	A		B		C		D		E		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
18. What are your school plans?												
1. Graduate from high school and go to college or community college	29	57	23	40	30	43	29	56	29	41	140	47
2. Graduate from high school and go to a business school, technical school, or urban center	6	12	16	28	16	23	8	15	7	10	53	18
3. Graduate from high school and go to work	15	29	19	33	24	34	15	29	32	46	105	35
4. Leave high school before graduating	1	2	-		-		-		2	3	3	1
19. Do you have more information about what you might do after high school than you had last year?												
1. No	10	20	15	26	10	14	4	8	10	14	49	16
2. Yes, a little more	22	43	28	48	37	53	30	58	29	41	146	49
3. Yes, much more	19	37	15	26	23	33	18	35	31	44	106	35
20. What would your parents like you to do?												
1. Graduate from high school and go to college	37	73	39	67	45	64	38	73	49	70	208	69
2. Graduate from high school and go to business or technical school	6	12	9	15	11	16	6	12	4	6	36	12
3. Graduate from high school and go to work	8	16	10	17	14	20	8	15	17	24	57	19
4. Leave high school before graduating	-	-	-	-	-	-	-	-	-	-	-	-
21. Do you feel that you have improved yourself this year?												
1. Yes, definitely	12	24	22	38	31	44	24	46	31	44	120	40
2. Yes, probably	18	35	14	24	27	39	16	31	23	33	98	33
3. I do not know	16	31	15	26	10	14	9	17	10	14	60	20
4. No, probably not	4	8	4	7	2	3	2	4	6	9	18	6
5. No, definitely not	1	2	3	5	-	-	1	2	-	-	5	2

Table 20. Summary of Responses to Student Questionnaire, 1966-67

School:	A		B		C		D		E		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
22. How far in school did your father go?												
1. None or some grade school	17	33	25	43	37	53	12	23	23	33	114	38
2. Some high school	13	25	13	22	18	26	17	33	18	26	79	26
3. Graduated from high school	6	12	14	24	13	19	16	31	23	33	72	24
4. Technical school or some college	7	14	1	2	1	1	5	10	3	4	17	6
5. Graduated from college	8	16	5	9	1	1	2	4	3	4	19	6
23. How far in school did your mother go?												
1. None or some grade school	18	35	24	41	38	54	8	15	19	27	107	36
2. Some high school	16	31	17	29	15	21	14	27	19	27	81	27
3. Graduated from high school	12	24	14	24	15	21	21	40	29	41	91	30
4. Technical school or some college	1	2	-	-	1	1	6	12	2	3	10	3
5. Graduated from college	4	8	3	5	1	1	3	6	1	1	12	4
24. My father was born in Puerto Rico.												
Yes	11	22	23	40	24	34	3	6	9	13	70	23
No	40	78	35	60	46	66	49	94	61	87	231	77
25. My mother was born in Puerto Rico.												
Yes	10	20	24	41	25	36	2	4	8	11	69	23
No	41	80	34	59	45	64	50	96	62	89	232	77
26. I was born in Puerto Rico.												
Yes	6	12	14	24	19	27	2	4	2	3	43	14
No	45	88	44	76	51	73	50	96	68	97	258	86

TABLE 21. SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

(Table entries are response frequencies)

School:	A	B	C	D	E	Total
No. of Questionnaires:	51	61	70	53	68	303
Questions and Responses						
1. What do you like about the Correlated Curriculum Project?						
Curriculum and Courses:						
Correlation	2	11	2	12	16	43
The three career courses	3	4	12	2	7	28
Some of the classes	5	3		6	3	17
Business	1	2	5	1	6	15
Health	2	2	3	2	3	12
Science	1			1	2	4
Industrial and Shop	1	2		1		4
Reading workshop			1	1		2
Math	1					1
Sub Total	16	24	23	26	37	126
Teachers and their attitudes	11	5	15	7	10	48
I learn more	7	9	15	3		34
Nothing	6	9	2	2	1	20
The class stays together		2	6	3	2	13
Everything	1	1	3	3	3	11
It helps me very much				6	2	8
It gave me a second chance		1	2		4	7
You can find a job easier				3	3	6
You get more attention			6			6
You have to work harder					6	6
No homework	3				2	5
The counselor	2	1	2			5
Field trips			1	1	3	5
You learn a trade			4			4
We do experiments					3	3
Good for students undecided about correct choice	2					2
Chance to advance	2					2
It's easy				1	1	2
It prepares you for college				2		2
Helped my reading	1					1
The work is just right				1		1
Total responses to question 1	52	52	79	58	77	318
Response omitted	6	10	9	7	6	38

TABLE 21.SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

School:	A	B	C	D	E	Total
Questions and Responses						
2. What do you dislike about this Project?						
Nothing	5	16	24	18	14	77
Curriculum and courses:						
Correlation	5	1	5	2	3	16
Shop	1	4	1	1	2	9
The three career courses		1	3		2	6
Health		1	5			6
Business		1	1	1	2	5
Math	1	1			3	5
English	2			2		4
Subjects			2	1		3
Not enough time in technology			1	1		2
We don't have world history			1			1
Sub Total	9	9	19	8	12	57
Teachers and their attitudes	9	12	4	12	5	42
Traveling with the same students		8	2	5	5	20
Too easy	8				4	12
The hours	6	3				9
Everything	5	2			2	9
Classmates	5	1	1			7
We don't learn enough		3	4			7
Girls in shop			1	3	3	7
Not enough trips		2		3	1	6
Not enough homework	2		3			5
Too much homework		3			2	5
The work				4	1	5
Lack of discipline				2	3	5
Conference periods	2		2			4
Getting a general diploma	2					2
No chance to explain when reprimanded				1	1	2
When we don't bring any books				2		2
Not interesting		1				1
The work goes too quickly			1			1
I felt like a guinea pig			1			1
The set-up				1		1
You don't learn a trade				1		1
Not enough books				1		1
Not enough tests				1		1
Being in it					1	1
I feel like I'm missing something					1	1
Total responses to question 2:	53	60	62	62	55	292
Response omitted	3		9	2	17	31

TABLE 21. SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

School:	A	B	C	D	E	Total
Questions and Responses						
What should be done to make it better?						
Nothing	1	4		7	14	26
Improve teachers and their attitudes	3	9	2	7	4	25
Go on more trips	2	6	1	9	1	19
Do more work in classes		5	3	2	7	17
Offer more choices of subjects		3	6	4	3	16
Vary student grouping among classes	2	6	1	2	4	15
Schedule the classes earlier in the day	6	4	2			12
Have shop for boys only		1	1	5	3	10
Keep better discipline	2			4	2	8
Give more homework	1		4	2	1	8
Select students more carefully	3	3	2			8
Make the work harder	6					6
Eliminate correlation	2	1	1	1		5
Improve the shop course	1			4		5
Teach algebra	1			4		5
Give less homework		2			2	4
Teach a foreign language	1			2		3
Improve the health course			3			3
Allow more time for our preferred career course	2					2
Require more reading	2					2
Drop the program	2					2
Change the name	2					2
Schedule a study period		2				2
Let us out for lunch		2				2
Reduce the number of students		2				2
Allow career choice to be made before 10th grade		2				2
Improve room temperature of classrooms		1	1			2
Give more projects in business		1			1	2
Have only two career courses			2			2
Improve set-up				2		2
Give students less attention	1					1
Improve lunch					1	1
Arrange summer jobs		1				1
Let students determine changes that should be made		1				1
Cut out trips			1			1
Add a world history course			1			1
Make projects job-related			1			1
Give failing students a second chance			1			1
Give math more time					1	1
Get more equipment for science					1	1
Teach more English					1	1

TABLE 21.SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

School:	A	B	C	D	E	Total
Questions and Responses						
Responses to question 3 (cont'd)						
Let students choose career course they want					1	1
Total responses to question 3:	40	56	33	55	47	231
Response omitted or "don't know"	16	11	36	7	22	92
4. How did you get into this program?						
Was put into it	12	20	18	21	8	79
Asked to be admitted	2	17	10	12	30	71
Don't know	5	4	17	8	15	49
Recommended by guidance counselor	13	17	18			48
Recommended by teacher	1	10		9		20
Reading score was low	1		6		6	13
Didn't realize it until afterwards	5					5
Was told it would help me	4					4
To get into high school		4				4
Grades were low or failing				1	2	3
By being good				1		1
Total responses to question 4:	43	72	69	52	61	297
Response omitted	8				8	16

TABLE 21. SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

School:	A	B	C	D	E	Total
Questions and Responses						
. What kind of a job do you hope to get when you finish school?						
Professional:						
Nurse	5	4	11	8	5	33
Businessman	1	6	3	1	1	12
Engineer	4	1		1	3	9
Teacher	4			4	1	9
Lab technician	1	1	2		1	5
X-Ray technician	1	2	1	1		5
Baseball or basketball player		2		2	1	5
Commercial artist	1			1	1	3
Doctor	1		1	1		3
Accountant	1				1	2
Lawyer	1	1				2
Actor		1				1
Airplane designer					1	1
Bacteriologist					1	1
Building contractor		1				1
Draftsman				1		1
Librarian	1					1
Mathematician				1		1
Photographer					1	1
Physical therapist				1		1
Pilot					1	1
Principal	1					1
Scientist			1			1
Social worker		1				1
Sub Total, professional:	22	20	19	22	18	101
Clerical and Sales						
Secretary	5	11	10	6	11	43
Office work		5	11		2	18
Data processing	1	2	1	2		6
Post office clerk	1	1			1	3
Civil service	1		1			2
Keypunch operator				2		2
Salesman					1	1
Stock clerk				1		1
Switchboard operator	1					1
Sub Total, clerical and sales	9	19	23	11	15	77
Service						
Policeman	3	2	3	1	2	11
Armed forces	3	2	2		2	9

TABLE 21. SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

School:	A	B	C	D	E	Total
Responses to question 5 (cont'd)						
Service (cont'd)						
Airline stewardess		3	1		5	9
Hospital worker			3			3
Conservation officer					2	2
Beautician				1		1
Peace Corps worker				1		1
Child welfare worker			1			1
Waitress				1		1
Sub Total, service:	6	7	10	4	11	38
Structural work:						
Construction worker			1	1	3	5
Electrician		2			3	5
Carpenter	1		1	1		3
Radio repairman					1	1
Sub Total, structural work:	1	2	2	2	7	14
Machine trades:						
Mechanic Sub Total:	1	3	1	5	4	14
Processing:						
Factory worker Sub Total:	2	1				3
Bench work:						
Furniture worker				1		1
Metal worker		1		1		2
Sub Total:		1		2		3
Transportation:						
Railroad engineer	1	1				2
Railroad conductor		1				1
Sub Total, transportation:	1	2				3
Total responses to question 5:	42	55	55	46	55	253
Don't know or no response	16	7	15	12	18	68

TABLE21. SUMMARY OF STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONNAIRE

School:	A	B	C	D	E	Total
Other comments:						
Vary student grouping among classes		3		2	1	6
I really like CCP	1		1	3		5
Make the hours earlier	4	1				5
Do away with CCP	3				1	4
The teachers did a fine job this year	2			2		4
Select better teachers		3				3
Have more trips		2			1	3
Improve the course	1		1			2
I want to get out of this program	1	1				2
Make the periods shorter		2				2
Give students a chance to find out about the program before they enter		1			1	2
Leave the program as it is			2			2
The counselor is very helpful			2			2
I don't like some teachers and some subjects			1	1		2
Girls shouldn't take shop			1	1		2

Single responses: "This course is good for kids who don't know what they want to be." "It's good for those who don't want to go to college." "I want to go to a four-year college to be an art teacher." "Change the name." "It is too easy, and it didn't help me." "You shouldn't get a general diploma." "I wish my marks were higher." "CCP should be much, much, much, much larger." "Meeting of students to discuss changes in CCP." "I don't like a coed school." "I love this program." "Easiest work." "I don't want industrial. I know what I want to be." "We should have a summer job in one of the three fields." "I hate it." "I want an academic diploma. I am getting out of CCP." "Teachers should make sure everyone understands everything in class." "I hope I make it; at least now I have the ability to try." "We should learn more specific things which will come in handy later on." "You shouldn't be left back." "I have more fun than last year." "We get a general diploma." "We don't learn enough." "We don't learn 'body and fender'." "I want to get out of CCP because I know I can do academic work." "Teachers should have more respect." "Sometimes pupils have to put teachers in their place because they get out of order sometimes." "Teachers shouldn't have a lot of authority and lie so much." "More typing." "Get rid of the typing and English teachers and business will be okay." "Disruptive students should be returned to general." "Teachers should be harder." "More than three career courses." "Study period." "No written homework." "We need another math teacher." "Some work is not easy to learn." "Too much homework." "I have learned more in English and improved in writing and composition." "Take more time in math." "A student is in this program because he can't do academic or commercial course work."

Table 22. Summary of Responses to Staff and Faculty Questionnaire: Background Data

(N=75, 5 schools combined)

Card Column			f	% (Base 75)
1-2	No. of years teaching:	1	3	4
		2	1	1
		3	3	4
		4	4	5
		5	10	13
		6-10	23	31
		11-15	12	16
		16 or more	19	25
		Total	75	99
3.	Project responsibility:			
		School administration	2	3
		Supervision	15	20
		Guidance	5	7
		Coordinator	5	7
		English	15	20
		Mathematics	13	17
		Science	16	21
		Health	6	8
		Business	6	8
		Industry	7	9
		Total (with multiple responses)	90	120
4.	Current Team:	Business	22	29
		Health	22	29
		Industry	22	29
		No response	16	21
		Total (with multiple responses)	82	108
5.	Sex:	Male	50	67
		Female	25	33
			75	100
6.	Remaining in project next year?	Yes	59	79
		No	13	17
		No response	3	4
		Total	75	100
7.	School:	Canarsie	18	24
		Hughes	13	17
		Monroe	17	23
		Springfield Gardens	15	20
		Tottenville	12	16
		Total	75	100

Table 23. Summary of Responses to Staff and Faculty Questionnaire: Opinions

(Per cents are based on number of respondents for each question)

Card Column	WORKSHOPS	Strongly Agree f	Strongly Agree %	Agree f	Agree %	Uncertain f	Uncertain %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No. of Responses
8.	The teacher workshops helped me in my general orientation to the program.	16	25	35	54	7	11	3	5	4	6	65
9.	The teacher workshops helped me to organize the course I taught.	6	12	20	39	14	28	6	12	5	10	51
10.	The teacher workshops encouraged flexibility and teacher creativity.	18	28	30	46	7	11	6	9	4	5	65
11.	The teacher workshops helped me to understand the principle of correlation.	20	33	28	47	5	8	3	5	4	7	60
12.	The teacher workshops helped me to use the curriculum materials effectively.	4	7	18	32	15	26	14	25	6	11	57
13.	The teacher workshops helped me to understand how to teach the low achievers.	4	7	15	26	16	28	9	16	13	23	57
14.	The teacher workshops helped teachers to share ideas about the Correlated Curriculum Project.	26	40	31	48	3	5	3	5	2	3	65

Table 23.(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	WORKSHOPS (cont'd.)	Strongly Agree f	Strongly Agree %	Agree f	Agree %	Uncertain f	Uncertain %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No. of Responses
15.	Parent-teacher workshops have helped to involve the parents in our program.	20	31	26	41	10	16	5	8	3	5	64
16.	Paid workshop sessions arranged in my school have been helpful in the implementation of the program.	17	30	21	37	16	28	3	5	-	-	57
17.	The teachers were adequately paid for the workshops.	12	19	35	57	5	8	7	11	3	5	62
18.	How many paid workshop sessions did you attend? (Include parent and teacher workshops)											57

	1	2	3	4	5	6	7	8	9
N	7	3	4	1	5	10	6	10	11
%	12	5	7	2	9	18	11	18	19

Card Column	DAILY CONFERENCE	Strongly Agree f	Strongly Agree %	Agree f	Agree %	Uncertain f	Uncertain %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No. of Responses
19.	The program could not function as well without the daily conference period.	53	75	9	13	7	10	1	1	1	1	71
20.	The daily conference period helped me in the planning of correlated activities.	31	53	23	40	3	5	-	-	1	2	58
21.	The daily conference period helped teachers to know more about their students and to understand them better.	52	75	13	19	3	4	-	-	1	1	69

Table 23.(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	DAILY CONFERENCE (cont'd.)	Strongly Agree f	Strongly Agree %	Agree f	Agree %	Uncertain f	Uncertain %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No. of Responses
22.	The daily conference period was helpful in our guidance program for Correlated Curriculum Project students.	44	64	19	28	4	6	2	3	-	-	69
23.	The daily conference period helped in the maintenance of teacher morale.	39	57	18	27	6	9	6	9	-	-	68
24.	The daily conference period stimulated teacher creativity.	28	41	30	44	6	9	4	6	1	1	69
25.	The daily conference period helped teachers share ideas concerning methodology and curriculum.	40	57	19	27	8	11	3	4	-	-	70
26.	My team functions effectively, and the members of the team cooperate with each other.	26	43	27	45	5	8	1	2	1	2	60
27.	Teachers were conscientious in attending the daily conference period.	27	42	32	50	3	5	2	3	-	-	64
28.	The space provided for the daily conference period was satisfactory.	19	29	27	41	9	14	7	11	4	6	66
29.	The most practical number of conference periods per week is											68

	1	2	3	4	5
N	1	1	9	7	50
%	1	1	13	10	67

Table 23.(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	CORRELATION & CURRICULUM	Strongly Agree f	Strongly Agree %	Agree f	Agree %	Uncertain f	Uncertain %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No. of Responses
30.	Correlation helps reinforce what students learn in each subject.	27	39	29	41	13	19	1	1	-	-	70
31.	Correlation leads to deeper pupil insights.	16	23	29	41	22	31	3	4	-	-	70
32.	Correlation helps teachers to broaden their approach to teaching.	24	35	34	49	8	12	3	4	-	-	69
33.	Correlation helps students improve in reading and writing.	13	19	26	37	25	36	5	7	1	1	70
34.	Correlation has been clearly enough defined so that teachers are aware of what is required.	8	11	38	54	18	26	4	6	2	3	70
35.	Correlation interferes with necessary instructions within each subject area.	1	1	8	11	13	19	29	41	19	27	70
36.	Correlation helps impart to students a sense of confidence and security in their classroom work.	12	17	33	47	19	27	4	6	2	3	70
37.	Exploratory courses help students in their choice of a career or specialization.	20	29	30	43	16	23	3	4	1	1	70

Table 23.(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	CORRELATION & CURRICULUM (cont'd.)	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		No. of Responses
		f	%	f	%	f	%	f	%	f	%	
38.	Exploratory courses are harmful since in each class there are some "captive" students.	3	4	8	11	17	24	32	45	11	15	71
39.	The prepared curriculum materials helped teachers to structure and organize the course of study.	6	9	30	43	18	26	12	17	4	6	70
40.	The curriculum materials left room for teacher creativity and flexibility.	13	19	44	65	7	10	4	6	-	-	68
41.	I had more teacher curriculum materials to guide me than the teacher of the same subject in the "general" course	8	14	22	38	10	17	12	21	6	10	58
42.	I had more pupil materials than the teacher of the same subject in the "general" course.	9	16	21	36	11	19	14	24	3	5	58
43.	I was able to obtain the equipment and supplies needed to carry out the lessons in my course.	15	25	31	53	5	9	7	12	1	2	59

Table 23.(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	PUPIL GROWTH	Strongly Agree f	Strongly Agree %	Agree f	Agree %	Uncertain f	Uncertain %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No. of Responses
44.	The extra guidance and counseling services are especially helpful to the students.	37	53	25	36	7	10	1	1	-	-	70
45.	The students are missing material that is a basic part of their education by being in the Correlated Curriculum Project rather than in a "general" course.	1	1	4	6	5	7	30	42	31	44	71
46.	Students in the Correlated Curriculum Project are doing better than other "general" students	12	17	27	39	27	39	2	3	2	3	70
47.	Student selection procedures should be modified.	19	28	29	42	12	17	9	13	-	-	69
48.	The Project students, as a group, have improved academically during the year.	12	17	34	49	21	30	2	3	1	1	70
49.	I find that I got to know more about my students as human beings through the Correlated Curriculum Project and interacted more with these students than with other "general" students.	22	36	29	48	3	5	5	8	2	3	61

Table 23.(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	PUPIL GROWTH (cont'd.)	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		No. of Responses
		f	%	f	%	f	%	f	%	f	%	
50.	The students' aspirational goals have been raised by the Correlated Curriculum Project .	14	21	31	46	17	25	4	6	2	3	68
51.	The marking system recommended for the Correlated Curriculum Project is more beneficial than the one usually used for "general" students.	9	14	16	24	28	42	11	17	2	3	66
52.	The Correlated Curriculum Project students have improved in attitudes and behavior during the year.	17	25	34	50	13	19	2	3	2	3	68
53.	The Correlated Curriculum Project students have improved in attendance during the year.	12	18	25	37	19	28	7	10	4	6	67
54.	I have more difficulty in maintaining discipline in my Correlated Curriculum Project class than in other "general" classes.	2	4	5	9	4	7	32	56	14	25	57
55.	Parents of Correlated Curriculum Project students have become more involved in their children's education than have parents of other general students.	10	15	31	46	21	31	5	7	1	1	68

Table 23(Cont'd.) Summary of Responses to Staff and Faculty Questionnaire: Opinions

Card Column	PUPIL GROWTH (cont'd.)	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		No. of Responses
		f	%	f	%	f	%	f	%	f	%	
56.	The school faculty as a whole has a favorable attitude toward the Project.	9	13	32	46	25	37	3	4	-	-	69
57.	School administrators and chairmen have been actively involved in the Project.	13	18	35	49	13	18	9	13	-	-	71

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE

(Table entries are response frequencies)

School:	A	B	C	D	E	Total
No. of Questionnaires:	18	13	17	15	12	75

Questions and Responses

I am not remaining in the Correlated Curriculum Project next term because: (Note: each response in quotations is the response of a single individual.)

"Stated goal of program unrealistic for students in program; inflexible, uninteresting shop program, which, I believe, should be the core of teamwork; is 'save-the-soul' approach without appropriate guidance and psychological help for students. Lack of real correlation because of inflexibility , shop members who stick to curriculum. Lack of unified approach to attitude in terms of goals, teacher role, student expectations on part of team members. An honest belief that I can do at least as good a job with these type of children as an English teacher without the problems that come from numbers 1-5 above. Coordinator sees his function as administrative clerical worker. No direction or help from him." "Taking leave of absence." "Going to do guidance as a licensed counselor." "No solid curriculum. Students were poorly selected. Too much time spent during conferences in report writing, which was just wasted time." "Departmental needs." "It would mean that I would have to have a P.M. instead of A.M. program. I think my teaching time could be more efficiently used in a regular class." "Personal." "I was given a full-time guidance position; prior to this I intended to remain in the CCP." "Lack of materials. Very difficult students. Have never been able to correlate." "I wish to return to the regular stream of the school." "Business Ed Dept. being divided." "I have an administrative assignment which would have one teaching CCP classes very late. I prefer teaching early. It would be unfair to the students and myself to continue in the program." "New appointment; leaving school."

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

School:	A	B	C	D	E	Total
I would suggest the following changes or improvements in the Correlated Curriculum Project:						
Better pupil selection methods	8	3	1	4	1	17
Better planned conference periods	2		1	2		5
Improve communication among the groups	1	2	1	1		5
Careful selection of personnel		1	2	1		4
Adjust the curriculum to the ability level of students	1	1	1			3
Provide psychological and social service help for the students			1	1	1	3
Replace industrial with another program for girls			1	1	1	3
Project headquarters should provide guidelines for the curriculum		1		1		2
Students should be grouped homogeneously by reading grade	1	1				2
Reduce the amount of paper work				1	1	2
Bring in speakers to inform students of potential job opportunities in the three vocational areas		1		1		2
Provide an audio-visual aids coordinator				2		2
Don't make students take all three career courses.				2		2
Allow more time for remedial work		1			1	2

Single responses: "Define goals for students more clearly." "Give teachers professional help in learning to handle group problems." "Teachers should have a say as to role and function of coordinator and who it should be." "Clear definition of role of coordinator." "Have a paid workshop in school for each team at beginning of term." "Would like to have more say in selection of teachers." "Postpone correlation till 11th and 12th grades so students can learn basic arithmetic and general science." "Include gardening." "Allow more opportunity for subject teachers to confer at city-wide conference." "Provide more concentration on practical lab procedures in health." "A department chairman should be coordinator." "Assign one class to a teacher in the program." "Have more teacher and chairmen participate in curriculum construction." "Improve correlation." "Make trips easier to take." "Try to keep reasonable boy-girl balance (in first year.)" "Split classes so the students don't stay together all the time." "Science teachers should alternate so as not to be confined to one technique." "Improve orientation for teachers and pupils." "Add social studies and art." "Replace typing with business and consumer education." "Compile and distribute descriptions of successful correlation activities." "Place less emphasis on the three areas of employment till 10th grade." "Stop experimenting in other areas with teachers in CCP." "Teach

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

typing first, then follow with other business training." "have more 'correlated' trips." "Offer more kinds of shop." "Closer supervision of project by school administration." "Eliminations of other responsibility from Guidance Counselor." "Psychologist and M.D. should be regular members of team." "More emphasis on practical, technical writing in English." "Let teachers choose their own team members." "Teachers should observe other teachers at work in the program." "Programmed instruction." "More books." "Less correlation." "Fewer conferences."

Workshops School:	A	B	C	D	E	Total
I would suggest the following changes or improvements in the workshop program:						
Have more workshops after start of program so ideas and experiences can be compared	3	1	2	1		7
Have each school team meet to work out unit to present to larger group for discussion and exchange	4	1		1		6
Spend more time discussing teaching materials		2		3	1	6
Have more discussion among subject teachers	1	1	1		1	4
Give more time and emphasis to parent involvement		2			2	4
Have shorter workshops	2			1	1	4
Demonstrate teaching techniques and correlational material	2				2	4
Have air-conditioned rooms	1				3	4
Present sample unit to all members of a particular team			1	1	1	3
Have all-day workshops					2	2
Increase participation of supervisors			2			2
Work more and talk less	1		1			2
Distribute questionnaire asking for successful practices and problems; discuss responses	1		1			2
Tell the truth	1				1	2
Use a realistic approach	1				1	2

Single responses: "Clear definition of aims of program for which students." "Clear definition and discussion of correlation." "Present role of teacher and just where our function ends and guidance takes over." "Individual school-wide team meetings to discuss role and function of teacher and adjust and adapt to individual school's needs and rules." "Clear commitment from chairmen from each school as to materials, teachers, and supplies the chairmen will make available." "Plenary sessions." "Workshops should be held in schools participating in program." "They're fine." "Lower expectations of

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

program or raise choice of students." "Small groups of teachers to discuss common problems and solutions." "Hold them in Manhattan." "More attention to practical problems." "Don't hold in July and August." "Present teachers with more evidence that their negative preconceptions about students' abilities are largely wrong." "Teach the scientific method to teachers to inculcate in us a feeling for the meaning of an experiment (which CCP is)." "More attention to giving teachers the guidance approach to the kind of student in the program."

Conferences School:	A	B	C	D	E	Total
I would suggest the following changes or improvements for the conference period in my school:						
Provide more space	3	1		2	1	7
Provide more meetings for teachers of same subject	3			1	1	5
Have supervisors attend			4	1		5
Make provision for teacher guidance and tutoring	2	1		1		4
Provide room where students can be interviewed and tutored	2	2				4
Leave them as they are	1	2		1		4
Meet in small groups to correlate	4					4
Have one period for individual teacher preparation	1			1		2
Provide an office for conference and files	1		1			2
Reduce number of reports, increase amount of work	2					2
Have entire group meet as a department				2		2

Single responses: "Overall unit goal to be determined based on team goal and then role and function of each subject related to it." "Three conference periods with 5 periods allowed per teacher: 1 for team planning, 1 for guidance with counselor, 1 to meet with subject teachers, 1 for personal discussion with appropriate people." "Regularly scheduled school-wide team meetings to discuss general problems and exchange ideas." "Other teachers in group should volunteer ideas and information, not just the team leader." "Half of each meeting to be devoted to teams regularly." "Meet twice weekly." "One of the most important aspects of the period is guidance and the ability of teachers to build one another's morale." "Essential to program." "More detailed evaluation sheets." "Daily records should be kept." "More time working with students and parents." "Several more total project meetings." "Weekly 3-hour period." "Occasional speaker with experience with these children." "Introduce general methods of teaching in all its details and ramifications." "'Discoveries' of teachers about pupils should be broadcast to all." "Eliminate psychiatric sessions."

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

"Don't use conference periods for other functions." "Duplicating equipment. " "Team leader should organize a daily agenda." "More structure." "More interaction." "Common conference period for 9th and 10th grade next term."

	A	B	C	D	E	Total
I would suggest the following changes or improvements for the course of study or for the curriculum materials in the CCP:						
Give teacher brief outline and have him implement it with his students instead of writing the course at the Board of Education	2	2	2			6
Search for literature and English texts suitable for students	1		1		1	3
Don't force correlation	1		2			3
Make technology curriculum realistic.	1	1	1			3
Have more motion pictures	2					2
Allot and agree upon a definite time for specific subject needs at beginning of term when planning overall team's work.	1			1		2
Allot more money for needed materials				1	1	2
Have remedial reading		1		1		2
Publish successful units.				2		2

Single Responses: "More trips." "A job orientation unit." "Personal guidance unit." "Based on industry orientation unit, other units to develop from it with each subject area given the option of (at least one) setting unit goals." "Two rooms, one with typewriters, the other with machines, with the teacher free to move class to either room." "Teach arithmetic before correlating." "More realistic lesson plans in English." "More basic lab techniques, less on theory." "Label correlated material 'suggested.'" "In business tech many non-typing activities bear little relevance to the work of the 11th year with emphasis on Distributive Education; they have limited value in an exploratory course." "Facilitate scheduling of field trips." "More units on 'general office practice.'" "Continued continuous revision of curriculum based on the practical experience of the first year." "Flexible typewriting curriculum." "Obtain set of typewriting records." "Materials should be prepared by very carefully selected and experienced personnel." "Materials shouldn't be repeated from one year to the next." "A more 'motivating' root than these 3 vocations." "Students work in school office part of time each term." "Filing as a unit." "More typing." "Shop projects should motivate

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

both boys and girls." "Relate more to 'realistic' pupil abilities." "More correlation." "Evaluation of every lesson taught." "Workshop with other shop teachers 3 or 4 times a year." "Less emphasis on the 3 areas of employment." "Have lab for health tech group." "Give girls home economics in place of shop." "Better articulation from team to team within each subject." "Some chairmen use our money to order materials not of the teachers' choosing." "Correlation should start from science."

School:	A	B	C	D	E	Total
I would recommend the following changes or improvements in the selection, teaching and handling of CCP students:						
Improve selection methods		2	2	2	3	9
Remove problem children	2	2		2		6
Eliminate children with psychological problems		1		1	2	4
Give students idea of purpose of CCP before they enter	1	2		1		4
Have smaller classes	1			2		3
Meet with parents	1			1		2
Have remedial reading for student with scores below 7	1		1			2
Have equal distribution of boys and girls			2			2
Have block program only for correlated periods		2				2
Group students more homogeneously according to reading level	1	1				2
Have more trips	1			1		2

Single responses: "Clearly define school and class rules." "Enforce rules." "Meet with students before admission." "Guidance counselor should go to junior high schools and work with their counselors." "A control group of general students should be set up." "All members of a team must be consulted about vital decisions concerning students." "Start selecting students early." "Better ethnic/racial balance." "Select students after 1 term in the school." "School bulletin board to show accomplishments of CCP students should be installed." "Nothing which calls attention to CCP students should be done in presence of other students." "Use material more related to the eventual jobs of these students." "Teachers must believe students can learn." "Teachers should try to show enthusiasm (pupils may catch it)." "Basic reading level of 6." "Try to get those students with energy and drive even though it may be misdirected; it's hard to redirect energies of a non-energetic person." "Get more underachievers into the program." "Students should be able to change shop if a parallel one is being offered." "Realistic guidance." "Team teaching."

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

School:	A	B	C	D	E	Total
No. of Questionnaires:	18	13	17	15	12	75
General comments about the Project:						
It is an excellent program	1		3	1	2	7
Small classes and conferences are two factors which make the program profitable			1	1	1	3
Extra services to students have made CCP successful		1	1			2
Changes must be and are being made when needed	1	1				2
If a control group had been used, a more critical evaluation might have been made	2					2

Single responses: "Idea for project very good. Manpower Training Development Program should be consulted to see how they handle this level student." "Fifth grade reading level as median; unrealistic without remedial reading." "More flexibility in student programs. If student or students can't function in a given class, they should be moved. Gang syndrome tends to develop in some classes from this inbreeding." "Use of student teacher (observer level) as assistants." "More contact with average students and average situations through use of students as office monitors, etc." "More trips." " I am very enthusiastic about the project; have seen tremendous academic growth in short time." "There has been a sad neglect for this type student. The project presents a positive approach to this neglect and I believe it will reap benefits because teachers involved can pass their experience on to their colleagues." "I have not had orientation sessions nor have I been on the program for the entire year." "Because of our trimester, this first year is a poor one to evaluate." "Esprit, morale of teachers excellent and many showed significant growth in teacher-pupil relationships." "Intensive counseling helped students." "Chairmen have been involved in an uncertain hit or miss way with failure of communication at critical times when changes are made." "Chairmen should be involved as teacher-trainers and curriculum planners." "Arrange for substitute teachers when a teacher has a field trip." "Attention is taken from general and 'average' academics and concentrated on CCP pupils. Additional qualified personnel is needed." "I enjoy teaching in CCP because of the flexibility in curriculum." "I have created and used new materials." "The career goals don't seem to affect the pupil's attitudes." "Students started to drop out in second term." "Those who had ability still have it, those who had no ability still have none." "There is not much to correlate in subject matter in science since a foundation must be established to teach sound and telephone." "Selection of students has improved thanks to the guidance departments' efforts and their close work with the junior high schools." "Problems due to the modernization of the school." "Remedial reading should be set up with funds from reduced number of conference periods." "Keep it going." "More could have been accomplished with a carefully screened general class than with this group." "Need more

TABLE 24. SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS IN STAFF AND FACULTY QUESTIONNAIRE (Cont'd.)

cooperation between planning committees at Board of Education and teachers in program." "Time was bad to administer student questionnaire." "CCP students feel stigmatized, despite their successful performance." "One student performed especially well when correlation was taking place despite 4th grade reading level." "Some CCP students said work was too easy. This type of 'complaint' is rare in a general math class." "CCP has sufficient merit in theory to warrant another year - but only if the feedback of teachers is acknowledged and implemented." "The project is 'doomed to success.' In my own opinion it has been a terrible failure." "We must have teachers who are willing to put in a little 'extra' (time, thought, energy)." "No matter what the success of the program in terms of correlation, these students would have had much less opportunity in a general class." "It appears that the project is an experiment in white wash, a way of demonstrating to the public through statistics that something is being done for the underachiever. Everyone at the top wants to take credit for all good features of CCP and teachers are hampered in their attempt to do an effective job." "Questions comparing general to CCP are not always valid since some teachers don't teach general." "Guidance counselor should work only with CCP students." "The students' aspirational goals have been raised beyond their academic ability." "CCP is an improvement over the 'general' program in our school." "I get annoyed at teachers who don't give their all." "CCP has great potential except for some administrative policies which make it difficult to be flexible." "More books are needed."

APPENDIX B

Forms and Questionnaires

Student Record Form

School ____________________ Date of initiation of this record __________

STUDENT'S NAME ____________________

IDENTIFICATION NUMBER ____________________

BASE DAYS			GRADE	BIRTH DATE MO.	YEAR		SEX	STUDENT NUMBER				1	2	3	4	5
			3	JAN												
			4	FEB												
0	0	0	5	MAR	0	0		0	0	0	0	0	0	0	0	0
1	1	1	6	APR	1	1	M	1	1	1	1	1	1	1	1	1
2	2	2	7	MAY	2	2	F	2	2	2	2	2	2	2	2	2
3	3	3	8	JUN	3	3		3	3	3	3	3	3	3	3	3
4	4	4	9	JUL	4	4		4	4	4	4	4	4	4	4	4
5	5	5	10	AUG	5	5		5	5	5	5	5	5	5	5	5
6	6	6	11	SEP	6	6		6	6	6	6	6	6	6	6	6
7	7	7	12	OCT	7	7		7	7	7	7	7	7	7	7	7
8	8	8	[illegible]	NOV	8	8		8	8	8	8	8	8	8	8	8
9	9	9	[illegible]	DEC	9	9		9	9	9	9	9	9	9	9	9

Days Absent	This Year	Last Year
0		
1-10		
11-20		
21-30		
31-40		
41-50		
51-60		
61-70		
71-80		
81-90		
Over 90		

Times Tardy	This Year	Last Year
0		
1-5		
6-10		
11-20		

	This Year	Last Year
TRUANCY		
SUSPENSION		

Parental Status	Lives With
1	1
2	2
3	3
4	4
5	5
6	6

CURRICULUM CHOICE

- BUSINESS
- HEALTH
- INDUST.
- OTHER
- UNDECIDED

EXTRACURRICULAR ACTIVITIES

	This Year	Last Year
NONE		
1		
2		
3		
4		

COUNSELOR'S RANKING OF FACTORS CONTRIBUTING TO DIFFICULTIES

	MOST 1	2	3	LEAST 4
ABSENCE				
TARDINESS				
CLASS CUTTING				
TRUANCY				
HEALTH				
EMOTIONAL				
BEHAVIOR				
HOME PROBLEMS				
BROKEN HOME				
MENTAL ABILITY				
READING				
ARITHMETIC				
FAILURE EXPERIENCES				
EFFORT				
INOPP. GOAL				

COUNSELOR'S RATINGS

	O	S	N	U
COURTESY				
EFFORT				
RESPONSIBILITY				
SELF-CONTROL				

N.Y. Mn. COMP. TEST SCORE

READING		ARITH.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

DATE OF ENTRY INTO PROJECT

Mo.		Day		Yr.	
	0		0		0
1	1	1	1		1
		2	2		2
		3	3		3
			4		4
			5		5
			6	6	6
			7	7	7
			8		8
			9		9

WITHDRAWAL

Mo.		Day		Yr.		Type
	0		0		0	0
1	1	1	1		1	1
	2	2	2		2	2
	3	3	3		3	3
	4		4		4	4
	5		5		5	5
	6		6	6	6	6
	7		7	7	7	7
	8		8		8	8
	9		9		9	9

METROPOLITAN ACHIEVEMENT TEST — GRADE EQUIVALENT SCORES

1st Term						2nd Term					
WORD KNOW.			READING			WORD KNOW.			READING		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

Have attitudes and school adjustment changed since last year?

Substantial Improvement   Some Improvement   No Change   Retrogressed

	THIS YEAR										LAST YEAR				
	1st Term					2nd Term					2nd Term				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
ENGLISH															
SOC. ST.															
MATH.															
SCIENCE															
BUS.															
HEALTH															
INDUST.															

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NEW YORK CITY BOARD OF EDUCATION-FORD FOUNDATION CORRELATED CURRICULUM PROJECT

Student Questionnaire

Name ______________________________

School ______________________________

Your answers to these questions will be helpful to your school. Please check one answer for each question. Use a pencil with soft lead.

1. How do you like your classes in the Correlated Curriculum this year, as compared with your classes last year?

___ 1. Much more
___ 2. A little more
___ 3. About the same
___ 4. Not quite as much
___ 5. Much less

2. How do you think your marks this year will compare with last year's?

___ 1. Much higher
___ 2. A little higher
___ 3. About the same
___ 4. A little lower
___ 5. Much lower

3. Do you find it helpful to study the same topic in more than one class?

___ 1. Yes, always helpful
___ 2. Yes, usually helpful
___ 3. Sometimes helpful
___ 4. No, seldom helpful
___ 5. No, not helpful at all

4. How are you getting along with your teachers this year, as compared with last year?

___ 1. A lot better
___ 2. A little better
___ 3. About the same
___ 4. Not quite as well
___ 5. A lot worse

5. How are you getting along with your classmates this year, as compared with last year?

___ 1. A lot better
___ 2. A little better
___ 3. About the same
___ 4. Not quite as well
___ 5. A lot worse

6. How much are you learning this year, as compared with last year?

___ 1. Much more
___ 2. A little more
___ 3. About the same amount
___ 4. A little less
___ 5. Much less

7. How are you doing in your Correlated subjects as compared with other subjects, such as social studies, that you are taking this year?

___ 1. Much better
___ 2. A little better
___ 3. About the same
___ 4. Not quite as well
___ 5. Much worse

8. How do you like having all your Correlated Curriculum classes with the same students?

___ 1. Very much
___ 2. Fairly well
___ 3. Not much
___ 4. Not at all
___ 5. It doesn't make any difference to me

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CCP STUDENT QUESTIONNAIRE (CONT'D.)

9. How much are you working in school this year, as compared with last year?

___ 1. Much more
___ 2. A little more
___ 3. About the same
___ 4. A little less
___ 5. Much less

10. How much homework have you done this year, as compared with last year?

___ 1. Much more
___ 2. A little more
___ 3. About the same
___ 4. A little less
___ 5. Much less

11. How much have you used the library this year, as compared with last year?

___ 1. Much more
___ 2. A little more
___ 3. About the same
___ 4. A little less
___ 5. Much less

12. How many books have you read this year, as compared with last year?

___ 1. Many more
___ 2. A few more
___ 3. About the same number
___ 4. Not quite as many
___ 5. Much fewer

13. Has your guidance counselor helped you with your problems?

___ 1. Yes, very much
___ 2. Yes, somewhat
___ 3. No, not at all

14. Do you plan to try to earn some money this summer?

___ 1. Yes, definitely
___ 2. Yes, probably
___ 3. No, probably not
___ 4. No, definitely not
___ 5. Undecided

15. Do you work part-time after school?

___ 1. Yes
___ 2. No

16. Do you like studying the three areas (health, industry, business) before choosing one of them for specialization in the eleventh year?

___ 1. Very much
___ 2. A little
___ 3. Not very much
___ 4. Not at all
___ 5. Undecided

17. Which career area do you like best?

___ 1. Business
___ 2. Health
___ 3. Industry

18. What are your school plans?

___ 1. Graduate from high school and go to college or community college
___ 2. Graduate from high school and go to a business school, technical school, or urban center
___ 3. Graduate from high school and go to work
___ 4. Leave high school before graduating

19. Do you have more information about what you might do after high school than you had last year?

___ 1. No
___ 2. Yes, a little more
___ 3. Yes, much more

20. What would your parents like you to do?

___ 1. Graduate from high school and go to college
___ 2. Graduate from high school and go to business or technical school
___ 3. Graduate from high school and go to work
___ 4. Leave high school before graduating

21. Do you feel that you have improved yourself this year?

__ 1. Yes, definitely
__ 2. Yes, probably
__ 3. I do not know
__ 4. No, probably not
__ 5. No, definitely not

22. How far in school did your father go?

__ 1. None or some grade school
__ 2. Some high school
__ 3. Graduated from high school
__ 4. Technical school or some college
__ 5. Graduated from college

23. How far in school did your mother go?

__ 1. None or some grade school
__ 2. Some high school
__ 3. Graduated from high school
__ 4. Technical school or some college
__ 5. Graduated from college

24. My father was born in Puerto Rico.

1. __ Yes
2. __ No

25. My mother was born in Puerto Rico.

1. __ Yes
2. __ No

26. I was born in Puerto Rico.

1. __ Yes
2. __ No

CORRELATED CURRICULUM PROJECT

You do not have to put your name on this sheet. Just jot down your answer or comments as they come to your mind.

1. What do you like about the Correlated Curriculum Project?

2. What do you dislike about this project?

3. What should be done to make it better?

4. How did you get into this program?

5. What kind of a job do you hope to get when you finish school?

6. Other comments:

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NEW YORK CITY BOARD OF EDUCATION-FORD FOUNDATION CORRELATED CURRICULUM PROJECT

Staff and Faculty Questionnaire

Please indicate your answer by circling the appropriate number or by writing in the space provided.

Card
Column

1-2 Number of years teaching:
1, 2, 3, 4, 5, 6-10, 11-15, 16 or more

3 Project responsibility:
0. School administration
1. Supervision
2. Guidance
3. Coordinator
4. English
5. Mathematics
6. Science
7. Health
8. Business
9. Industry

4 Current Team:
1. Business
2. Health
3. Industry

5 Sex:
1. Male
2. Female

5 I am remaining in the Correlated Curriculum Project next term
1. Yes
2. No
If not, please give reason______________________________

____

____

7 School:
0. Canarsie
1. Hughes
2. Monroe
3. Springfield Gardens
4. Tottenville

I would suggest the following changes or improvements in the Correlated Curriculum Project:

____

____

____

____

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CCP Staff and Faculty Questionnaire (cont'd)

WORKSHOPS

INSTRUCTIONS: Please respond to each of the following statements by circling 1, 2, 3, 4, or 5 under each statement. Use the following code for your answers:

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

(If you did not teach any courses, skip items such as 9, 12 and 13)

8. The teacher workshops helped me in my general orientation to the program.
   1 2 3 4 5

9. The teacher workshops helped me to organize the course I taught.
   1 2 3 4 5

10. The teacher workshops encouraged flexibility and teacher creativity.
    1 2 3 4 5

11. The teacher workshops helped me to understand the principle of correlation.
    1 2 3 4 5

12. The teacher workshops helped me to use the curriculum materials effectively.
    1 2 3 4 5

13. The teacher workshops helped me to understand how to teach the low achievers.
    1 2 3 4 5

14. The teacher workshops helped teachers to share ideas about the Correlated Curriculum Project.
    1 2 3 4 5

15. Parent-teacher workshops have helped to involve the parents in our program.
    1 2 3 4 5

16. Paid workshop sessions arranged in my school have been helpful in the implementation of the program.
    1 2 3 4 5

17. The teachers were adequately paid for workshops.
    1 2 3 4 5

18. How many paid workshop sessions did you attend? (Include parent and teacher workshops)
    0 1 2 3 4 5 6 7 8 9

I would suggest the following changes or improvements in the workshop program:

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DAILY CONFERENCE

Answer Code

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

19. The program could not function as well without the daily conference period.
1 2 3 4 5

20. The daily conference period helped me in the planning of correlated activities.
1 2 3 4 5

21. The daily conference period helped teachers to know more about their students and to understand them better.
1 2 3 4 5

22. The daily conference period was helpful in our guidance program for Correlated Curriculum Project students.
1 2 3 4 5

23. The daily conference period helped in the maintenance of teacher morale.
1 2 3 4 5

24. The daily conference period stimulated teacher creativity.
1 2 3 4 5

25. The daily conference period helped teachers share ideas concerning methodology and curriculum.
1 2 3 4 5

26. My team functions effectively, and the members of the team cooperate with each other.
1 2 3 4 5

27. Teachers were conscientious in attending the daily conference period.
1 2 3 4 5

28. The space provided for the daily conference period was satisfactory.
1 2 3 4 5

29. The most practical number of conference periods per week is
1 2 3 4 5

I would suggest the following changes or improvements for the conference period in my school:

CCP Staff and Faculty Questionnaire (cont'd)

CORRELATION and CURRICULUM

Answer Code

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

30. Correlation helps reinforce what students learn in each subject.
1 2 3 4 5

31. Correlation leads to deeper pupil insights.
1 2 3 4 5

32. Correlation helps teachers to broaden their approach to teaching.
1 2 3 4 5

33. Correlation helps students improve in reading and writing.
1 2 3 4 5

34. Correlation has been clearly enough defined so that teachers are aware of what is required.
1 2 3 4 5

35. Correlation interferes with necessary instruction within each subject area.
1 2 3 4 5

36. Correlation helps impart to students a sense of confidence and security in their classroom work.
1 2 3 4 5

37. Exploratory courses help students in their choice of a career or specialization.
1 2 3 4 5

38. Exploratory courses are harmful since in each class there are some "captive" students.
1 2 3 4 5

39. The prepared curriculum materials helped teachers to structure and organize the course of study.
1 2 3 4 5

40. The curriculum materials left room for teacher creativity and flexibility.
1 2 3 4 5

41. I had more teacher curriculum materials to guide me than the teacher of the same subject in the "general" course.
1 2 3 4 5

42. I had more pupil materials than the teacher of the same subject in the "general" course.
1 2 3 4 5

43. I was able to obtain the equipment and supplies needed to carry out the lessons in my course.
1 2 3 4 5

I would suggest the following changes or improvements for the course of study or for the curriculum materials in the Correlated Curriculum Project:

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CCP Staff and Faculty Questionnaire (cont'd)

PUPIL GROWTH

Answer Code

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

44. The extra guidance and counseling services are especially helpful to the students.
1 2 3 4 5

45. The students are missing material that is a basic part of their education by being in the Correlated Curriculum Project rather than in a "general" course.
1 2 3 4 5

46. Students in the Correlated Curriculum Project are doing better than other "general" students.
1 2 3 4 5

47. Student selection procedures should be modified.
1 2 3 4 5

48. The Project students, as a group, have improved academically during the year.
1 2 3 4 5

49. I find that I got to know more about my students as human beings through the Correlated Curriculum Project and interacted more with these students than with other "general" students.
1 2 3 4 5

50. The students' aspirational goals have been raised by the Correlated Curriculum Project.
1 2 3 4 5

51. The marking system recommended for the Correlated Curriculum Project is more beneficial than the one usually used for "general" students.
1 2 3 4 5

52. The Correlated Curriculum Project students have improved in attitudes and behavior during the year.
1 2 3 4 5

53. The Correlated Curriculum Project students have improved in attendance during the year.
1 2 3 4 5

54. I have more difficulty in maintaining discipline in my Correlated Curriculum Project class than in other "general" classes.
1 2 3 4 5

55. Parents of Correlated Curriculum Project students have become more involved in their children's education than have parents of other general students.
1 2 3 4 5

I would recommend the following changes or improvements in the selection, teaching and handling of Correlated Curriculum Project students:

____

____

____

____

____

CCP Staff and Faculty Questionnaire (cont'd)

Answer Code

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

56. The school faculty as a whole has a favorable attitude toward the Project.
1 2 3 4 5

57. School administrators and chairmen have been actively involved in the Project.
1 2 3 4 5

General comments about the Project:

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from CSRK